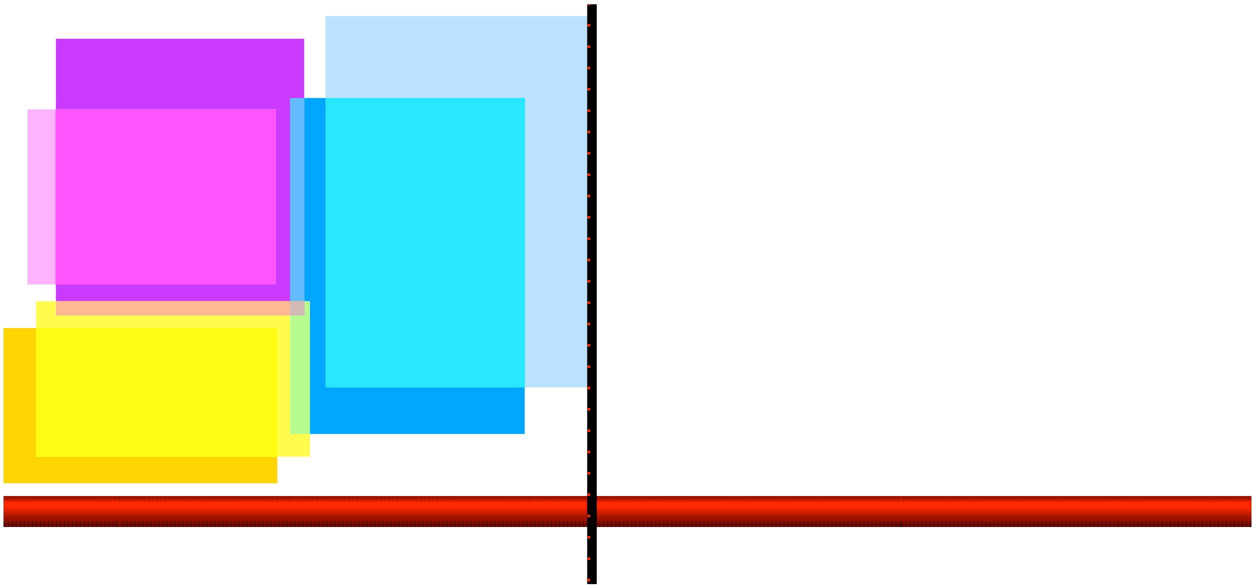

Montana Office of Public Instruction
Guidebook to
Correlates and Indicators
for Effective Schools

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PREFACE

The ***Montana Office of Public Instruction Guidebook to Correlate and Indicators for Effective Schools*** was developed to help schools forge a path leading to success. The correlates allow schools to identify opportunities for improvement and provide guidance for modification of an existing Five-Year Comprehensive Education Plan.

Key to reading the correlates and indicators:

This color denotes the correlate or indicator is aligned with Leadership Beyond the Seventh Generation: Creating Sacred Places for Children prepared by the Creating Sacred Places Project Team for the National Indian School Board Association, April 2003. For further information on this publication, contact:

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All bold font under the number three in the ratings of performance denotes the minimum level of performance in meeting the correlate.

The number four in the ratings of performance denotes the school or district is exceeding the minimum level of performance in meeting the correlate.

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MONTANA OFFICE OF PUBLIC EDUCATION
SCHOLASTIC REVIEW
GUIDEBOOK TO
CORRELATES AND INDICATORS FOR EFFECTIVE SCHOOLS

JUNE 2006

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Revised June 2006

ACADEMIC PERFORMANCE CORRELATE 1 – CURRICULUM

Correlate 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
1.1 CURRICULUM	**Meets criteria for a rating of "3" on this indicator plus:**			
1.1a **There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable.** **Examples of Supporting Evidence:** • Local curriculum documents/units of study/lesson plans • Curriculum maps • Staff member, student and parent/family member interviews • School board policies • School board meeting agenda and minutes • Skills standards documents • Professional resource materials	The school or district initiates active collaboration among schools within the district to ensure alignment.	**The implemented curriculum is directly based on and fully aligned with Montana's standards documents and defines what all students should know and be able to do in all content areas.**	The implemented curriculum is aligned with one or two of Montana's standards documents. Essential knowledge, skills and processes are not sufficiently identified.	The implemented curriculum is based on resources (e.g., textbooks) other than Montana's standards.
	The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning.	**The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning.**	The implemented curriculum allows, but does not always intentionally promote, mastery of learning.	The implemented curriculum accomplishes only content coverage, rather than mastery of learning.
	The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population fostering a complementary relationship across knowledge derived from diverse systems.	**The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive reinforcing the integrity of cultural knowledge that students bring.**	The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional.	The implemented curriculum is not age and developmentally appropriate.
	The implemented curriculum is systemic, demonstrating strong connections within and among various content areas.	**The implemented and fully aligned curriculum demonstrates the connections within and between different content areas; integrated interdisciplinary when possible.**	Connections within or between content areas of the implemented curriculum are limited.	The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **1.1b** **The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).** **Examples of Supporting Evidence:** • Local and state curriculum documents • Documentation of professional development days/release time • School and district curriculum committee meeting minutes • School board policies • School board meeting agenda and minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	The district provides multiple forms of support (e.g., extended employment, expert consultants, and research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district and cultural responsiveness is consistently integrated.	**The district initiates and facilitates sustained discussion by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and boards to ensure full implementation and guarantee cultural responsiveness.**	The district occasionally initiates discussion by grade level across content areas to address state and local curriculum standards, but the effort is not sustained and the inclusion of cultural knowledge is not consistent.	The district does not formally initiate discussion on vertical articulation with particular attention to the inclusion of cultural knowledge.

Indicator	**Ratings of Performance**			
1.1b **(continued)**	**4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
	Meets criteria for a rating of "3" on this indicator plus:			
	The school meets regularly with common grade level schools within the district to ensure horizontal articulation and cultural knowledge.	**The school initiates and continues internal discussion among all teachers to ensure horizontal articulation and cultural knowledge.**	The school initiates internal discussion to ensure horizontal articulation and cultural knowledge, but the effort is not sustained.	The school does not have internal discussion that ensures horizontal articulation and cultural knowledge.
	Designated school personnel facilitate formal curricular discussion on vertical and horizontal articulation and cultural responsiveness.	**The school initiates and continues discussion with feeder/receiver schools to ensure vertical articulation and cultural responsiveness.**	The school initiates discussion with the feeder/receiver schools to ensure vertical articulation, and cultural responsiveness, but the effort is not sustained.	The school does not discuss vertical articulation and cultural responsiveness with the feeder/receiver schools.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
1.1c **The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.** **Examples of Supporting Evidence:** • Curriculum documents and curriculum map • School and district curriculum meeting minutes • Documentation of professional days/release time • School board policies and meeting minutes • School and district staff member interviews	The board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy.	**The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.**	The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.	The district makes no attempt to reduce unintentional curricular overlaps.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
1.1d **There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).** **Examples of Supporting Evidence:** • School board policies and meeting minutes • Curriculum documents • School and district staff member interviews • Meeting minutes • Guidance materials	The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions.	**The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. The process is fully developed, communicated and implemented.**	The district occasionally facilitates discussion within and between schools to address key curriculum transition points, but the process is not systematic.	The district does not facilitate discussion within or between schools to identify key curriculum transition points

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
1.1e **The school curriculum provides specific links to continuing education, cultural awareness, life and career options.** **Examples of Supporting Evidence:** • Five-Year CEP • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception surveys • Staff member, family member, student and community member interviews • Allocation of resources • Individual graduation plans • Successful transition data • Media materials • Adviser/advisee agenda • Guidance materials	**Meets criteria for a rating of "3" on this indicator plus:**			
	The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options.	**The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options.**	The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum.	The curriculum does not provide connections to post-secondary education and/or career options.
	The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.	**The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.**	The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic.	The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.
	The school curriculum ensures that all students exit the sixth grade with and continue thereafter to develop and implement an Individual Graduation Plan and a career portfolio for use in making a successful transition from high school to adult life.	**Each student (grades 8-12) has an implemented Individual Graduation Plan collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually.**	Not every student (grades 8-12) has an implemented Individual Graduation Plan. Student and/or parental input is not always sought for revisions to the plans.	The school does not have Individual Graduation Plans for students (grades 8-12).

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
1.1e (continued)	**Meets criteria for a rating of “3” on this indicator plus:**			
	Language literacy occurs across the curriculum. Native language is taught or used for instructing at all grade levels.	**Language and literacy development occurs across the curriculum. The Native language is taught or used for instruction.**	Language and literacy development is addressed, but not fully developed across the curriculum. Native language is not addressed.	Language and literacy is not developed across the curriculum. Native language is not taught.
	Cultural aspects are integrated into all instructional areas, tied to at all grade levels.	**Cultural aspects are integrated into all instructional areas tied to the world of work and tribal economic development.**	Cultural aspects are minimally integrated into all instructional areas.	Cultural aspects are not integrated into all instructional areas.

Indicator	**Ratings of Performance** **4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **1.1f** **There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.** **Examples of Supporting Evidence**: • Local school board policies and meeting minutes • Five-Year CEP • Data analysis summaries/reports • School and district curriculum committee meeting minutes • School and district staff member and parent school board member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.	**The school board has adopted a curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points).**	The school board has a curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.	The school board does not have a curriculum policy.
	The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	**The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum.**	The district has a process for curriculum and revision, but the process is not always fully implemented.	The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum.
	Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	**The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum.**	The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance.	The school does not have a curriculum committee, or the existing committee never meets.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
1.1g **The curriculum provides access to a common academic core for all students. "Common academic core – that is culturally responsive and available to all students."** **Examples of Supporting Evidence:** • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual education plans/504 plans • Student and family member interviews • Individual graduation plans • Master school schedule • Course syllabi • School board curriculum policy	**Meets criteria for a rating of "3" on this indicator plus:**			
	The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, and foreign exchange) in all content areas beyond the common academic core.	**A challenging curriculum that addresses a common academic core is available to all students.**	A challenging curriculum that addresses a common academic core is offered to only some students.	The curriculum is not challenging or does not provide a common academic core.
	The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills.	**The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels.**	Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels.	The curriculum does not elicit higher order thinking and problem-solving skills from students.
	The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance.	**The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels for performance.**	The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance.	The curriculum does not accommodate the learning needs of students.
	The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders.	**The curriculum standards and expectations in all content areas are identified and communicated to all students.**	The curriculum standards and expectations in content areas are occasionally identified and communicated to students.	The curriculum standards and expectations in content areas are not identified and communicated to students.

ACADEMIC PERFORMANCE CORRELATE 2 – CLASSROOM EVALUATION/ASSESSMENT

Correlate 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1 EVALUATION/ ASSESSMENT	**Meets criteria for a rating of "3" on this indicator plus:**			
2.1a **Classroom assessments of student learning are frequent, rigorous and aligned with Montana's Content and Performance Standards.** **Examples of Supporting Evidence:** • Units of study, lesson plans • School board policy • Samples of classroom assessments • Samples of student work products • Student and staff member interviews • Walk-through observations	All assessments are aligned with Montana's Content and Performance Standards; a number of these assessments are also interdisciplinary and multi-modal.	**All assessments are aligned with Montana's Content and Performance Standards.**	Some assessments are aligned with Montana's Content and Performance Standards, but some are based on other content (e.g., textbooks).	Assessments are not aligned with Montana's Content and Performance Standards.
	School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress.	**The school board adopts a classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent, through a variety of means, and consistently used to ensure continuous student progress.**	School board classroom assessment policy addresses classroom assessments, but either the policy does not require frequent assessments or procedures are not implemented by school leadership requiring the assessments to be used to ensure continuous student progress.	School board policy does not address classroom assessments.
	Teacher-designed assessment tasks are standards-based, rigorous, authentic and integrated across content areas.	**Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic requiring students to use inquiry, problem- solving and higher-order critical thinking skills at a proficient level.**	Teacher-designed assessments are not always rigorous and/or authentic. The assessments do not always elicit proficient student work.	Teacher-designed assessments are neither rigorous nor authentic.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1b **Teachers collaborate in the design of authentic assessment tasks aligned with the standards and relevant to the school culture.** **Examples of Supporting Evidence:** • Samples of assessments • Montana's Content and Performance Standards • Staff member interviews • Lesson plans • Professional resource materials	**Meets criteria for a rating of "3" on this indicator plus:**			
	All teachers within and across all content areas collaborate to design appropriate authentic assessment tasks that are aligned with Montana's Content and Performance Standards informed by current research.	**Teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, videos, story boards) that are aligned with Montana's Content and Performance Standards.**	Teachers sometimes collaborate to design authentic assessment tasks, but the assessments are not always aligned with Montana's Content and Performance Standards.	Teachers rarely collaborate to design authentic assessment tasks, and the assessments are not aligned with Montana's Content and Performance Standards.
	Students and teachers collaborate to design a variety of assessment tasks that require students to provide valid and appropriate demonstrations of what the students should know and be able to do.	**All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are provided choice from a range of forms for assessment.**	Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are not always provided choice in forms of assessment.	Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do.
	School and district leaders model and participate in the collaborative design of assessment tasks.	**The collaborative design of assessment tasks is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers.**	The collaborative design of assessment tasks is reviewed with school leadership, but feedback is not provided to teachers.	The collaborative design of assessment tasks is neither ongoing nor reviewed with school leadership.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1c **Students can articulate the academic expectations in each class and know what is required to be proficient.** **Examples of Supporting Evidence:** • Student, staff member and parent/ family member interviews • Rubrics • Student work with rubrics and identified performance expectations identified in common skill areas • Student journals/learning logs • Classroom displays • Walk-through observations • Student Performance Level Descriptions • Perception surveys • Student questionnaire data	**Meets criteria for a rating of "3" on this indicator plus:**			
	Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.	**Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.**	Some teachers collaborate to develop clearly defined rubrics to assess what students know and are able to do to be proficient in some content areas.	Teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for students.
	Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines.	**Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work.**	Some students can articulate what they should know and be able to do to be proficient in each content area.	Students cannot articulate what they should know and be able to do to be proficient.
	Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts to teachers, parents and peers in student-led conferences. Students understand their individual learning goals.	**Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers. Students understand their individual learning goals.**	Students reflect upon their work, but do not formally evaluate their own performances.	Students neither reflect upon nor evaluate their own work.
	Report cards communicate to student and families the student's progress towards achievement at expected outcomes aligned to the student's individual growth plan.	**Report cards communicate to students and families the student's progress towards achievement of expected outcomes.**	Report cards communicate to students and families.	Report cards aren't informative.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1d **Test scores are used to identify curriculum gaps.** **Examples of Supporting Evidence:** • Five-Year CEP • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile	**Meets criteria for a rating of “3” on this indicator plus:**			
	The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps.	**The school board, school staff members and other stakeholders conduct ongoing analysis of the results of multiple assessments, disaggregating the data to determine gaps in the curriculum and instructional implications.**	School staff members analyze the results of a single assessment or desegregations of the data to identify curricular gaps or have only partially identified instructional implications.	School staff members do not conduct a curricular gap analysis.
	The school board, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modification and provide assistance and support to ensure that the implementation effort is sustained.	**The school board, school staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and sub-groups.**	School staff members use the results of data analysis.	School staff members do not use the results of data analysis.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1e **Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes.** **Examples of Supporting Evidence:** - Five-Year CEP - Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides - Documentation of professional development days/release time - Units of study/lesson plans and the accompanying assessment tasks - Staff member and student interviews - Student questionnaire data	**Meets criteria for a rating of "3" on this indicator plus:**			
	There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles.	**There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles.**	There are occasional opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles.	There is no opportunity for students to choose ways in which they demonstrate learning.
	Multiple forms of classroom assessments are analyzed by instructional staff members and students to determine necessary instructional modifications that will ensure student learning at the proficient level across content areas.	**Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, and units of study) that will ensure student learning at the proficient level.**	There is a limited variety of classroom assessment tasks, and they are only occasionally analyzed to determine necessary instructional modifications.	Classroom assessment tasks are not analyzed for impact on instruction.
	Students and families receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances.	**Students and families receive feedback that is relevant, regular, and applicable from teachers, and students are encouraged to use the feedback to continuously strengthen future performances.**	Students do not always receive meaningful feedback that enables them to improve future performances.	Students receive no meaningful feedback on their performances.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1f **Performance standards are clearly communicated, evident in classrooms and observable in student work.** **Examples of Supporting Evidence**: • Example of assessment tasks with rubrics and student work. • Student performance models • Teacher and student interviews • Rubrics posted in classrooms • Student Performance Level Descriptions	**Meets criteria for a rating of "3" on this indicator plus:**			
	Teachers use performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignments/assessments.	**Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to assignments/assessments.**	Teachers occasionally use performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students.	Performance standards and performance level descriptions are not used to develop rubrics and/or rubrics are not shared with students.
	Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance.	**Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work.**	Models of actual student performances and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance are identified and discussed, but are not always implemented in the classroom or observable in student work.	Models of student performances are not used to clarify the task or to show the distinctions in the levels of performance.
	Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.	**Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.**	Classroom assessment tasks sometimes allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.	Classroom assessment tasks do not allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.
	Student assessment tasks are designed to be age and developmentally appropriate and are designed with input from the students.	**Student assessment tasks are designed to be age and developmentally appropriate.**	Student assessment tasks are not always designed to be age and developmentally appropriate.	Student assessment tasks are not designed to be age and developmentally appropriate.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA **2.1g** **Implementation of the state-required Assessment Program is coordinated by school and district leadership.** Examples of Supporting Evidence: • Local board of education policies • Testing schedules • Examples of communications about the state assessment • Staff member, student and parent/ family member interviews • Individual Education Plans/504 Plan/ Program Services Plans • School Report Card	**Meets criteria for a rating of "3" on this indicator plus:**			
	School/district leadership has a process for ongoing monitoring and assistance for the ethical administration of the state's assessment and accountability system.	**School/district leadership provides training on the administration of and ethical procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process.**	School/district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program.	School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff.
	School/district leadership monitors the implementation of the policies and operational procedures that address the state's assessment and accountability system.	**The local school board adopts policies, and school and district leadership implement operational procedures that address the state's assessment and accountability system.**	The local school board addresses the state's assessment and accountability system in their policies or operational procedures, but the policies and procedures are not implemented.	The local school board does not have policies or operational procedures that address the state's assessment and accountability system.
	School/district leadership develops a testing schedule and communicates that schedule and comprehensive information explaining the purposes of assessment to staff members, students, parents/family members and community members.	**School/district leadership develops a testing schedule and communicates that schedule and comprehensive information that explains the purposes of assessment to staff members, parent/ family members and students.**	School/district leadership provides general information, but few details, about the purposes of assessment or the testing schedule to teachers and students.	School/district leadership provides no information about the assessment.
	School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students.	**Assessment accommodations for individual students follow state regulations.**	Assessment accommodations for individual students do not always follow state regulations.	Assessment accommodations for individual students are not provided, or are provided for ineligible students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
2.1h **Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.** **Examples of Supporting Evidence:** • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days/release time	**Meets criteria for a rating of "3" on this indicator plus:**			
	All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.	**Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.**	Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	Teachers have not received training in protocols for analyzing student work.
	Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the implemented curriculum.	**Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis consistently informs teaching and learning.**	Student work is occasionally analyzed, but results of the analysis do not consistently impact teaching and learning.	Student work is not analyzed.
	Teachers collaborate across all content areas and grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and classroom assessment and to enhance student achievement.	**Teachers collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment.**	Some teachers analyze student work to revise instruction, curriculum and assessment.	Teachers do not analyze the student work to impact and revise instruction, curriculum and assessment.
	Students complete culminating performances as a demonstration of their growth over time, in accordance with their individual learning plan.	**Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time, and implement individual learning plans.**	Some teachers use student profiles and/or portfolios as a way to measure student growth over time.	Student profiles and/or portfolios are not used to measure student growth over time.

ACADEMIC PERFORMANCE CORRELATE 3 – INSTRUCTION

Correlate 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1 INSTRUCTION	**Meets criteria for a rating of "3" on this indicator plus:**			
3.1a There is evidence that effective and varied instructional strategies are used in all classrooms. **Examples of Supporting Evidence:** • Five-Year CEP • Lesson plans/units of study • Student work • Student questionnaire data • Perception data • Staff member and student interviews • School board policies • Walk-through observations • Student journals/learning logs	The school board commits time (e.g., participates in training, classroom observations and research) to study effective and varied instructional practices to inform their policy.	**The school board has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied and culturally responsive instructional practices in the classroom.**	The school board has an instructional practices policy, but the policy is either inadequate or is not fully implemented to ensure effective and varied instructional practices in the classroom.	The school board does not have an instructional practices policy.
	District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.	**Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, modeling and hands-on activities) that current research indicates a high likelihood of effectiveness.**	Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher- directed strategies (e.g., lectures, whole-group instruction.	Teachers use only teacher-directed instructional strategies.
	Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners.	**Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research and Indian/Tribal values and ways of knowing.**	Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research.	Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1a INSTRUCTION (continued)	**Meets criteria for a rating of "3" on this indicator plus:**			
	Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills and at the same time guiding the students in learning skills (e.g., emphasize how to learn). Learning is contextualized and made meaningful and connected to student's lives.	**Classroom activities require all students to use higher-order thinking and problem-solving skills and at the same time guiding the students in learning skills (e.g., emphasize how to learn). Learning is contextualized and made meaningful and connected to student's lives.**	Classroom activities sometimes require students to use higher-order thinking or problem-solving skills.	Classroom activities require students to memorize facts and details, but use little or no higher-order thinking or problem solving skills.
	As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.	**Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.**	Content area and interdisciplinary connections are sometimes implemented, but are not intentionally planned as part of instruction.	Teachers may include connections within their content areas, but they do not make interdisciplinary connections.
	Teachers collaborate to develop standards- based, culturally responsive courses, units of study and lessons across content areas. Curriculum fosters complimentary leadership across knowledge derived from diverse systems.	**Courses, units of study and lessons are standards-based and culturally responsive, requiring students to focus on guiding and essential questions. Curriculum fosters complimentary relationship across knowledge derived from diverse systems.**	Some courses, units of study and lessons are standards-based and/or culturally responsive.	Courses, units of study and lessons are neither standards-based nor culturally responsive. .
	School provides and evaluates the tutoring for students having difficulty meeting the standards.	**School provides tutoring for students having difficulty meeting the standards.**	School provides tutoring, but it is not aligned to the standards.	School provides no tutoring.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1b **Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Course syllabi • Staff member and student interviews • Walk-through observations	**Meets criteria for a rating of "3" on this indicator plus:**			
	District leadership provides multiple forms of support that assists teachers in the design and/or selection of instructional strategies that are aligned to the school curriculum, make connections across content areas and/or grade levels and seamlessly integrate pertinent assessment expectations for student learning.	**Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the school curriculum, which is based on the learning goals of the school, district and state and Indian/tribal values and ways of knowing.**	Instructional strategies are sometimes aligned to the school curriculum.	Instructional strategies are aligned to the textbook and are not linked to the school curriculum.
	In addition to requiring assessment tasks that mirror those found on MontCAS, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., SAT, ACT, PSAT).	**Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs).**	Some learning activities require students to complete assessment tasks similar to those on the state assessment.	Learning activities do not require students to complete assessment tasks similar to those on the state assessment.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1c **Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.** **Examples of Supporting Evidence:** - Lesson plans/units of study - Classroom observations - Student work - Staff member and student interviews - Perception surveys - Student journals/learning logs	**Meets criteria for a rating of "3" on this indicator plus:**			
	School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school's diverse student population.	**School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.**	School leadership monitors classroom instruction, but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population.	School leadership does not monitor classroom instruction.
	Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research.	**Instructional strategies, activities and content are intentionally responsive to various learning needs, learning styles, and cultures of students, and Indian/Tribal values and ways of knowing intentionally addressing multiple intelligences and brain research.**	Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so.	Instructional strategies and activities are not responsive to the learning needs or learning styles of students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
3.1d **Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.** **Examples of Supporting Evidence:** • Walk-through observations • Master schedule • List of teacher certifications • Individual growth plans • Units of study/lesson plans with examples of classroom assessments • Student and staff member interviews • Student work	School leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local Board of Education and district leadership assists school leadership in this effort.	**School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels.**	School leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.	School leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels.
	A number of teachers seek National Board Certification or other forms of professional recognition in their designated field.	**All teacher leaders are appropriately certified.**	Few teachers are not appropriately certified.	Many teachers are not appropriately certified.
	Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	**All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.**	Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices.	Teachers do not participate in professional development that updates their content knowledge and professional practices.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1e **There is evidence that teachers incorporate the use of technology in their classrooms.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Perception surveys • Student and staff member interviews • Walk-through observations • District Technology plan • School board policy • Samples of student work and products	**Meets criteria for a rating of "3" on this indicator plus:**			
	Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations.	**Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations.**	Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas.	Teachers do not use technology for instructional purposes. Teachers are not expected to use technology for instructional purposes.
	Community resources are identified and partnerships formed to expand technology from the classroom into the community.	**Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).**	Technology sometimes expands the classroom into the community.	Teachers do not use technology to expand the classroom into the community.
	The school makes its technological resources available to administration and to community stakeholders during hours beyond the regular school day.	**Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning.**	Technology is available to students, but the accessibility is either limited or inequitable.	Technology is not readily available or accessible to students.
	The school board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction.	**The school board has established policy and school leadership has implemented procedures that define the effective use of technology in instruction.**	The school board has a technology policy, but it either does not address the instructional impact of technology, or is not implemented.	The school board does not have a technology policy.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1e **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	Principals collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement.	**Principals evaluate the effective use of technology for instructional purposes during classroom observations and walk-throughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.**	Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported.	Teachers are not expected to use technology for instructional purposes.
	New technology resources and instructional materials are selected by a curriculum committee to match content philosophy and philosophy of the school curriculum. Materials are reviewed for cultural bias and historical accuracy.	**New technology resources and instructional materials are selected to match content philosophy and philosophy of the school curriculum. Materials are reviewed for cultural bias and historical accuracy.**	New technology resources and instructional materials are selected to match content philosophy and philosophy of school curriculum.	New technology resources and instructional materials are selected randomly.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1f **Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.** **Examples of Supporting Evidence:** • Textbooks/instructional resources, purchasing plan/curriculum documents • Perception surveys • Student and staff member interviews • Walk-through observations • Media center inventory • School budget/allocations	**Meets criteria for a rating of "3" on this indicator plus:**			
	Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms.	**A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplements instruction and learning in classrooms.**	A limited variety of current instructional resources supplements instruction and learning in most classrooms.	The textbook is the primary instructional resource used in most classrooms.
	Extensive resources are available in all content areas to support the school's implemented curriculum.	**Instructional resources are sufficient in all content areas to support the school's implemented curriculum (e.g., manipulative and necessary equipment).**	Instructional resources are sufficient in some content areas to support the school's implemented curriculum.	Instructional resources are not available to support the school's implemented curriculum.
	The school's collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning.	**The school's collection of instructional resources is routinely reviewed, and items are replaced as necessary. Instructional resources are thoroughly evaluated for cultural bias and historical accuracy before purchase.**	Some of the instructional resources appropriately reflect diversity.	Instructional resources do not appropriately reflect diversity.

Indicator	**Ratings of Performance**			
3.1f **(continued)**	**4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
	Meets criteria for a rating of "3" on this indicator plus:			
	The selection of instructional resources is research- informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population.	**Instructional resources are age and developmentally appropriate for all students.**	Some of the instructional resources are age and/or developmentally appropriate.	Instructional resources are not age and/or developmentally appropriate.
	The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's implemented curriculum and support the needs of the entire school community**.**	**The media center provides current and appropriate instructional resources to support the school's implemented curriculum and the diverse needs of students.**	The media center provides current and appropriate instructional resources to support some areas of the school's implemented curriculum.	The media center does not provide current and appropriate instructional resources to support the school's implemented curriculum.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1g **Teachers examine and discuss student work collaboratively and use this information to inform their practice.** **Examples of Supporting Evidence**: • Meeting minutes • Staff member interviews • Perception surveys • Lesson plans/units of study with feedback • Summaries of analysis of student work	**Meets criteria for a rating of "3" on this indicator plus:**			
	All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. Teachers facilitate the learning process in joint productivity.	**Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels; teachers facilitate the learning process.**	Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	Teachers have not received training in protocols for analyzing student work.
	Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction.	**Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas, identifying individual student strengths and needs to make instructional decisions.**	Teachers meet occasionally to analyze student work, but results of the analysis do not always inform instructional practices.	Teachers do not meet to analyze student work.
	Teachers collaboratively develop interdisciplinary open-response items similar to those found on MontCAS. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance.	**Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance.**	Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices.	Teachers do not analyze student responses from released items.
	Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice.	**Individual teachers regularly analyze the work of their own students, using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.**	Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice, and/or school leadership does not provide assistance to teachers in the process.	Individual teachers do not analyze the work of their students.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1h **There is evidence that homework is frequent and monitored and tied to instructional practice.** **Examples of Supporting Evidence:** • School board policies and meeting minutes • Lesson plans/units of study • Perception surveys • Staff member, student and parent/ family member interviews • Walk-through observations • Student homework with teacher feedback	**Meets criteria for a rating of "3" on this indicator plus:**			
	Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.	**Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.**	Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear.	Few students can articulate the relationship between class work and homework.
	Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that is linked to the content and skills of the school's curriculum and clearly defined performance standards.	**Homework in all classrooms is monitored and frequently and intentionally extends student learning and provides opportunities for authentic application.**	Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences.	Homework does not extend student learning.
	Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice.	**Instructional follow-up and specific, timely teacher feedback, focusing on content and performance standards, are provided to individual students for all homework assignments.**	Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students.	Instructional follow-up for homework is not provided.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
3.1h (continued)	**Meets criteria for a rating of "3" on this indicator plus:**			
	Students and teachers provide formal feedback to the school board and to school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school board considers the feedback when reviewing policy.	**The school board has adopted a homework policy and school leadership has fully implemented procedures regarding homework, including the promotion of parental involvement.**	The school board has adopted a homework policy, and school leadership has established procedures regarding homework, but the procedures are not fully implemented.	The school board does not have a homework policy.

LEARNING ENVIRONMENT CORRELATE 4 – SCHOOL CULTURE

Correlate 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1 SCHOOL CULTURE	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **4.1a** **There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys).** **Examples of Supporting Evidence:** • School/district safety plan • Student/parent/staff handbooks • Emergency drill plans • School climate/culture reviews • School accident/student health reports • Discipline infraction records • Attendance records • Student, parent, school staff and district staff interviews • Facility inspection reports • Health department inspection reports • Fire Marshall reports • Student discipline reports • Five-Year CEP	Community members (e.g., architects, facility experts, emergency support personnel, Elders, families and cultural or tribal leaders) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. Community members participate through general meetings, surveys and committees (e.g., school effectiveness teams).	**The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment reflecting tribal culture in an attractive suitable manner when appropriate.**	The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but areas of the physical structure need improvements. Learning environment data are not collected on a regular basis, or the data are not analyzed for use in planning and decision-making.	The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. Learning environment data are not collected.
	School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment.	**The school board adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment grounded in tribal values when applicable.**	The school board adopts a classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy.	School board policy does not address the establishment of a safe, healthy, orderly and equitable learning environment.
	In order to provide an orderly learning environment, school leadership collaborates with Elders' community, family and student representatives to establish and implement	**In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize**	School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced.	School leadership has not established operational procedures to minimize disruptions.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1a SCHOOL CULTURE (continued) • School board policies and meeting minutes • Facility work orders • Walk-through observations • Staff extra-duty schedule • Safe schools data reports	**Meets criteria for a rating of "3" on this indicator plus:**			
	Policies and operational procedures to minimize disruptions to instruction, based on tribal/cultural values and positive interactions.	**disruptions to instruction.**		
	Peer adjudication and community justice systems are active partners with school leadership in the equitable application of academic and behavior standards.	**Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment.**	Academic and or behavior standards are defined, but may not be clearly communicated to students or equitably applied.	Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied.
	District and school leadership regularly conduct joint walk-throughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.	**Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.**	Learning environment data are not collected on a regular basis, or the data are not analyzed for use in planning and decision-making.	Learning environment data are not collected.
	The school has a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy and a collaborative relationship with tribal services and other prevention wellness programs. The school plans include involvement of family and community in the areas of prevention and wellness.	**The school has a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy, and a collaborative relationship with tribal services and other prevention wellness programs.**	The school has a written wellness policy, prevention curriculum, (e.g., alcohol, tobacco, drugs, and substance abuse policy).	The school does not have a written wellness policy prevention curriculum (e.g., alcohol, tobacco, drugs) substance abuse policy, and a collaborative relationship with tribal services and other prevention wellness programs.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1a SCHOOL CULTURE (continued)	**Meets criteria for a rating of “3” on this indicator plus:**			
	The school counseling program provides preventative and crisis counseling and brings the staff and community members together in developing cultural instructions. The counselor understands tribal culture and acknowledges the cultural rites of passage for youth.	**The school counseling program provides preventative and crisis counseling and brings the staff and community members together in developing cultural instructions.**	The school counselor provides preventative and crisis counseling but does not work closely with staff and community.	The school counselor does not have an integral role in the school culture.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
4.1b **Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.** **Examples of Supporting Evidence:** • Mission and belief statements • Five-Year CEP • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days/released time • Student, staff member, parent/family member and community member interviews • Perception surveys • School calendar showing motivational and celebratory events • Classroom observations • Individual education plans/504 plans • Lesson plans	The practice of school leadership includes support for learning during extracurricular and co-curricular activities.	**The practice of school leadership demonstrates a commitment to high academic expectations for all students. Inclusion is practiced. School leadership establishes and sustains a focus on continuous improvement in student learning.**	School leadership claims a commitment to high academic expectations for all students, but does not demonstrate that commitment in practice.	School leadership does not have a commitment to high academic expectations for all students.
	Family members, business leaders and other community members establish collaborative partnerships to design initiate and sustain authentic learning experiences in support of student learning, community members serve as a resource to help plan cultural instruction.	**School leaders and staff members facilitate ongoing learning experiences intended to encourage family tribal, cultural leaders, Elder members, business leaders and other community members to share in the school's vision of student learning.**	School leaders and staff members make limited efforts to share the school's vision of student learning with other stakeholders.	School leaders and staff make no effort to share the school's vision of student learning with other stakeholders.
	School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures.	**School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, culturally responsive teaching strategies and exemplary Indian Education for All curriculum, effective resources, technology integration) that have resulted in higher student achievement.**	School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement.	Teachers do not share success stories, even when opportunities are available.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of “3” on this indicator plus:**			
4.1b **(continued)**	School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement.	**School leadership establishes and sustains a focus on continuous improvement in student learning, in order to realize expected student outcomes.**	School leadership does not have a focus on continuous improvement in student learning.	School leadership generally emphasizes continuous improvement in student learning, but may not do so on a regular or consistent basis.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1c **Teachers hold high expectations for all students academically, culturally, emotionally, physically and behaviorally, and this is evidenced in their practice.** **Examples of Supporting Evidence**: • Mission and belief statements • Lesson plans • Walk-through observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Perception surveys • School board policy • Individual growth plans • Team/department/ committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • Safe schools data reports	**Meets criteria for a rating of "3" on this indicator plus:**			
	Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all.	**Teachers set high academic expectations for all students, challenge the students to set high expectations for them and provide the structure and support to ensure student success.**	Standards of behavior exist, but are neither communicated to students nor equitably applied. Teachers set high academic expectations for some students, but not all.	Teachers do not set high academic expectations for students.
	Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility.	**Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students.**	Standards of behavior are developed by staff members and communicated to students, but not equitably applied.	Standards of behavior exist, but are neither communicated to students nor equitably applied
	School regularly reviews its mission /purpose statement to determine its appropriateness and whether or not it is truly reflective of the cognitive, social, emotional, and physical needs of the whole child in a cultural context.	**Social bases expected student learnings on the mission statement that reflects the cognitive, social, emotional and physical needs of the whole child in a cultural context.**	School bases expected learnings on the mission statement, but the cognitive, social, emotional and the physical needs of the child in a cultural context is not present.	Mission statement exists, but expected student learnings are not based on the mission statement.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1d **Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.** **Examples of Supporting Evidence:** • Mission and belief statements • Five-Year CEP • Staff interviews • School board/committee/faculty meeting agenda/minutes • Walk-through observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Staff development agenda	**Meets criteria for a rating of "3" on this indicator plus:**			
	The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school.	**All staff members are knowledgeable of and make decisions guided by the school's mission and belief statements.**	Staff members are aware of the school's mission and belief statements, but the statements do not always guide decision-making.	Decision-making is not guided by the school's mission and belief statements.
	Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision- making regarding teaching and learning.	**Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning.**	Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning.	Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented.
	Non-teaching staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g., safety discussions, health issues, reading buddies).	**Non-teaching staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students.**	Non-teaching staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students.	Non-teaching staff members do not consider teaching and learning when making decisions in their areas of responsibility.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
4.1e **Teachers recognize and accept their professional role in student success and failure.** **Examples of Supporting Evidence:** • Staff member, student and parent/ family member interviews • School board policies • Professional resources • Samples of student evaluations of teachers • Documentation of professional development days/release time • Lesson plans/units of study	**Meets criteria for a rating of "3" on this indicator plus:**			
	School board policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success.	**School board policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically and revise instructional practice based on student performance.**	School board policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members to use student performance when reviewing and revising teacher practice, or the staff members do not implement the procedures.	There is no school board policy linking teacher efficacy and student performance.
	School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction.	**Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.**	Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.	Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.
	Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers and the curriculum of the school, resulting in instructional and curricular modifications to better meet the diverse needs of students.	**Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed.**	Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited.	Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.
	Teachers fully participate in community events in appropriate and supportive ways.	**Teachers participate in community events in appropriate and supportive ways.**	Teachers participate minimally in community events.	Teachers do not participate in community events.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1f **The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.** **Examples of Supporting Evidence:** • Master schedule • Class rosters • Enrollment data • School board policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/ experience • Student/teacher ratio • Class offerings/course descriptions	**Meets criteria for a rating of "3" on this indicator plus:**			
	Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	**Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.**	Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.	Students do not have equitable access to classes.
	Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings.	**Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.**	Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths.	Student groupings are not based on instructional needs and there is no attempt to regroup when necessary.
	The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by school board policy.	**The school board has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students.**	The school board has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students.	The school board does not have a policy regarding student/teacher ratio.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1f (continued)	**Meets criteria for a rating of “3” on this indicator plus:**			
	School board policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources (e.g., Elders, cultural leaders) be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.	**The school board has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.**	The school board may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.	The school board does not have a policy requiring a flexible master schedule, or teaching assignments are never adjusted.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1g **Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).** **Examples of Supporting Evidence:** • Report cards and/or progress report forms • School/teacher Web pages • Phone/email registers of family contacts • School board policies and meeting minutes • Notes from parent conferences • Student, parent/family member and teacher interviews • Interactive automated voice mail system • Record of home visits	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school exceeds the requirements of local board policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue by developing a policy outlining all the ways parents will be informed and involved.	**The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress.**	The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership.	The local board of education does not have a policy guiding interactive school/home communication about student progress.
	The school's Web site contains links to the Web pages of individual teachers and, through secure password entry, families can obtain information on the progress of their students.	**Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.**	Student progress reports are sent home, but do not include explanations of student performance beyond computer-generated statements, and, if appropriate, progress on the goals of individual education plans.	Student progress is communicated to parents only through student report cards, or the report cards include no explanation of student performance.
	The school has established regular "phone hours" during which parents are able to easily contact teachers to discuss student progress in order to achieve a high level of complementary education expectations.	**Teachers regularly contact families (e.g., home visits, telephone calls, e-mail) to discuss student progress.**	Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems.	Teachers do not contact families to discuss student progress.
	Students collaborate with staff members to initiate opportunities to demonstrate their progress to their families and/or community members.	**Teachers involve students (e.g., student- led conferences, journals) in reporting student progress to families.**	Some teachers involve students in reporting student progress to families.	Teachers do not involve students in reporting student progress to families.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
4.1h **There is evidence that the teachers and staff care about students and inspire their best efforts.** **Examples of Supporting Evidence:** • Mission and belief statement • Staff members, students, parents/ family member and community member interviews • Perception surveys • Walk-through observations • Master schedule • Student handbook • School newsletter • Family Resource/Youth Services Center/counseling programs • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks	**Meets criteria for a rating of “3” on this indicator plus:**			
	School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students.	**Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students.**	The learning environment of the school may be nurturing, but the staff members do not establish this culture for all students.	A nurturing learning environment does not exist in the school.
	Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network.	**Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student.**	Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate.	Adults do not advocate for students.
	Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school using the local environment and resources to link what they are teaching to the everyday lives of the students.	**There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students based on the school’s mission/vision and the content and the performance standards.**	There are occasional, meaningful interactions between students and staff, but the focus of the interactions is usually behavioral issues.	Interactions between students and staff are not meaningful.
	Staff and community members use innovative strategies (e.g., awards, classroom Web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom and/or school.	**Staff members frequently use appropriate praise and positive reinforcement to motivate students to high levels of achievement.**	Some student accomplishments are recognized, and reinforced, but praise is often inappropriate or inequitably applied.	Student accomplishments are not recognized.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **4.1i** **Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.** **Examples of Supporting Evidence:** • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • School board meeting minutes • School Web page • Civic group programs/meeting agenda • Perception surveys • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets	**Meets criteria for a rating of "3" on this indicator plus:**			
	Representatives of all stakeholder role groups from the school community collaborate to develop the school's systematic communications plan.	**The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders informing them of school programs, activities, and school reform efforts and to seek support.**	The school has a communications plan, but it is not publicized and/or is partially implemented.	The school does not have a communications plan.
	The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence.	**School staff members use a variety of technological resources (e.g., voice mail, Web page, cable access channels) and communication strategies to provide interactive communication with stakeholders.**	School staff members use limited technology to communicate with stakeholders.	The school does not use technology to enhance communication with stakeholders.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **4.1j** **There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).** **Examples of Supporting Evidence**: • Five-Year CEP • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom Web pages • Videos of student performances • School board meeting agenda and minutes • Perception surveys • Student recognition program documentation • Trophy cases • Yearbooks	**Meets criteria for a rating of "3" on this indicator plus:**			
	School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels.	**School staff members regularly and equitably recognize and celebrate the accomplishments of students for academic success, including formal and informal recognition.**	School staff members informally recognize some students for academic success.	School staff members do not recognize student academic success. Student success is not shared.
	School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases.	**Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas.**	School staff members showcase student work on a limited basis or only recognize success in one area (e.g., sports).	School staff members do not exhibit or showcase student work.
	School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community.	**Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self- reflection.**	Student work is displayed in some areas but may not reflect quality and/or be used to guide student self-reflection.	Student work is not displayed in the school.
	School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g., scholarships).	**Student academic achievement is publicly shared with community and business partners.**	Student success may be shared with families, but seldom shared with community and business partners.	Student success is not shared.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **4.1k** **The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction.** **Examples of Supporting Evidence:** • Student, staff member, parent/family member and community member interviews • School board policies and meeting minutes • Multicultural/diverse instructional resources • Five-Year CEP • Walk-through observations • Lesson/unit plans • School guidance plans/records • Perception surveys • Suspension/expulsion/attendance records	**Meets criteria for a rating of "3" on this indicator plus:**			
	Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.	**The school board has adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity.**	The school board has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice.	There are no school board policies regarding educational equity or appreciation of diversity.
	Varied instructional strategies based on multicultural considerations are integrated into the curriculum, resulting in the reduction and eventual elimination of achievement gaps.	**Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum and connected to students' lives.**	Multicultural education is addressed through separate instructional programs.	Multicultural education is not addressed.
	The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges, rather than recognizing them as barriers.	**School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio- economic factors on learning.**	School staff members may establish, but do not sustain a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning.	School staff members do not address physical, cultural, or socioeconomic barriers to learning.

LEARNING ENVIRONMENT CORRELATE 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Correlate 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **5.1a** **Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and Montana Content and Performance Standards.** **Examples of Supporting Evidence**: • Staff member, parent/family member and student interviews • School visitors register • Walk-through observations • Perception surveys • School board policies • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications	The school board analyzes patterns of committee participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work.	**The school board has adopted a committee policy and school leadership implements procedures that ensure active, effective recruitment of parents, community members and minority representatives to serve on school board committees or participate in decision making through informal means.**	The school board has adopted a committee policy, but the policy is either inadequate or is not implemented.	The school board does not have a committee policy.
	Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate.	**Families and the community are involved in significant ways (e.g., homework, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students.**	Families are involved to remove barriers to learning for students, but not in significant ways.	Families are not involved in student learning.
	Interactive communication among home, school and community is consistently and intentionally proactive.	**Interactive communication between home and school is meaningful and regular.**	Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.	Communication from the school to the home is minimal.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1a (continued) **Examples of Supporting Evidence**: • Community involvement programs • School board meeting agenda/minutes • Classroom/school Web pages • Committee rosters • Committee meeting agenda and minutes • School event calendar • Five-Year CEP • Lesson plans • Service learning project documentation	**Meets criteria for a rating of "3" on this indicator plus:**			
	Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large; groups of parents are encouraged to plan and promote family involvement activities.	**Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, and scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness.**	Programs are developed that promote communication between teachers and families, but the programs are not always implemented.	Few or no programs are developed that promote communication between teachers and families.
	Structures are in place to encourage and enhance family and community participation in school activities (e.g., conferences, cultural activities, open house).	**Parents/Elders, family members are welcome in the school and their assistance (e.g., volunteer committees, parent resource room, school board and committees) is sought.**	Parents/family members are welcome in the school, but their assistance and involvement is not actively sought.	Parents/family members are not welcome in the school.
	Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities (e.g., parenting classes, family skills, educational opportunities for families).	**School and district staff members collaborate with family members, Elders and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students.**	There is some school, family and community collaboration, but the resulting programs and services provide limited learning opportunities for students.	There is little or no collaboration among school staff members, families and community members.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance).** **Examples of Supporting Evidence:** • Title I program plan • School guidance plans • Perception surveys • Student individual education plans/ behavior management plans	Family and school staff members collaborate to analyze data from multiple sources (e.g., other standardized assessments, classroom assessments) to determine the extent to which support programs enhance the achievement of those students with the greatest needs and to inform program decision-making and modifications.	**All student support programs are designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. Programs are evaluated and modified as necessary.**	Support programs are designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs.	Support programs are designed as a remedial program without addressing individual student or group learning needs.
	Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students.		School guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning.	School guidance programs do not leverage multiple sources of support services to remove barriers to learning.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1b (continued) **Examples of Supporting Evidence:** - School board policies and meeting minutes - Technology plan - Master schedule - Class rosters - Schedule of parent/teacher conferences	**Meets criteria for a rating of "3" on this indicator plus:**			
	Title I activities enhance the school's instructional program by leveraging the integration of resources to promote and support student learning.	**Title I activities are seamlessly integrated into the school's instructional program to promote and support student learning.**	The Title I program is not closely coordinated with the school's instructional program.	The Title I program is isolated from the rest of the school's instructional program.
	School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components).	**School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students.**	School counselors focus more on administrative issues than on a school- wide guidance program in support of student learning.	School counselors do not focus on student learning.
	Community agencies and the school/ district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core.	**The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core.**	The school's technological resources are not equitably available to all students to access the common academic core.	Students do not have access to the school's technological resources.
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core.	**The school board has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core.**	The school board has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy.	The school board does not have a policy that ensures all students have equal access to a common academic core.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **5.1c** **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Staff, student and community member interviews • School board meeting agenda/minutes • Perception surveys • Individual education plans • School/district budgets • Technology plans • Five-Year CEP • Comprehensive district improvement plan • Software Technology • Incorporated reports	**Meets criteria for a rating of "3" on this indicator plus:**			
	Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, bookstores) for students.	**A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research.**	Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used.	Instructional materials and resources that promote active learning are not available.
	Health and social services are seamlessly integrated into a fully functioning comprehensive student services program.	**School leadership has developed and implemented procedures to refer students for health and social services, and offer preventative and crisis counseling. The procedures are clearly communicated to students, staff members and families.**	School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families.	School leadership has no formal procedures to refer students for health and social services.
	School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems.	**School leadership has established procedures to identify, and implement support programs for the identified students who experience learning problems. Training on student identification and program implementation is provided to all staff members.**	School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented.	School leadership has not established procedures to identify students who experience learning problems.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1c (continued)	**Meets criteria for a rating of “3” on this indicator plus:**			
	Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning.	**The school collaborates with community agencies (e.g., agencies including tribal/other preventional wellness programs, boys’ and girls’ clubs, etc.) planning and implementing specific actions to reduce barriers to student learning.**	The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning.	The school does not work with community agencies to reduce barriers to student learning.
	School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction.	**School leadership ensures that all teachers have professional development that addresses impact of cultural differences on learning, employees receive factual information on the community, its culture and values.**	School leadership occasionally provides professional development on the impact of cultural differences on learning.	School leadership does not provide professional development on the impact of cultural differences on learning.
	Short-term flexible staff and/or student groupings are integrated into the school’s instructional practices in order to meet the learning needs of all students and reduce barriers to learning. Students are given many opportunities to assume leadership and accept school wide and classroom responsibilities.	**School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning and to involve students in taking responsibility for the learning of other students (e.g., peer tutoring cooperative learning.**	Some school staff members use differentiated instructional strategies to meet student needs.	School staff members do not use differentiated instructional strategies to meet student needs.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1c **(continued)**	**Meets criteria for a rating of “3” on this indicator plus:**			
	The school board makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.	**The school board allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.**	The school board allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.	The school board does not allocate sufficient financial resources to reduce barriers to learning.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1d **Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.** **Examples of Supporting Evidence:** • Schedule for co-curricular programs • List of co-curricular offerings • Staff, parent, student and community member interviews • Observations of support programs • School budget • Support program/services documentation • Transportation plan	**Meets criteria for a rating of “3” on this indicator plus:**			
	District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom.	**Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance.**	Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction.	Students do not have opportunities to receive additional assistance beyond initial classroom instruction.
	Classroom instructional time is seamlessly integrated to maximize the impact on student achievement.	**Student support programs are effectively used to support student achievement.**	Student support programs support student achievement, but the activities are either not appropriately implemented or have limited effectiveness.	Student support programs do not support student achievement.
	Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21st Century Learning Centers).	**Classroom teachers collaborate with Support Program teachers to meet student needs and to close achievement gaps across subpopulations.**	Classroom teachers seldom collaborate with Support Program teachers to meet student needs and to close achievement gaps across subpopulations.	Classroom teachers do not collaborate with Support Program teachers.
	School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students.	**Support programs and services (e.g., Title I, exceptional children services) are evaluated, modified and/or expanded to meet the needs of students.**	Support programs are evaluated, but seldom modified or expanded to meet the needs of students.	Support programs are neither evaluated nor modified to meet the needs of students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1 d **(continued)** • School board policies and meeting minutes • Individual education plans/504 plans • Master schedule	**Meets criteria for a rating of “3” on this indicator plus:**			
	Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement.	**There is collaboration and coordination among support programs and services (e.g., Title I, Family Resource/Youth Service Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.**	There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.	Support programs and services operate in isolation to deliver services to students.
	Schools collaborate to coordinate co- curricular programs district-wide.	**Co-curricular programs support student learning, and all students have equitable access to the programs.**	Co-curricular programs support student learning, but not all students have equitable access to the programs.	Co-curricular programs do not support student learning, or there are no co-curricular programs.
	Service learning opportunities are fully integrated into the educational program of all students.	**The school and community partners collaborate to provide all students with opportunities for service learning.**	The school provides opportunities for service learning, but the opportunities are not available to all students.	The school does not provide students with opportunities for service learning.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **5.1e** **The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **Examples of Supporting Evidence:** • Staff, parent/family member and student interviews • Transcripts • Individual graduation plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and naturalization service forms • Student grade reports • Software Technology, Incorporated records • Cumulative folders system/policies • Montana Early Learning Profile or other primary level progress reports • Student working folders/portfolios	**Meets criteria for a rating of "3" on this indicator plus:**			
	Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records.	**The school maintains cumulative student records that provide a profile of each student's academic and educational development.**	The school maintains student records, but the focus is not on the student's academic and educational development. Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels.	Student records maintained by the school contain only classroom grades.
	Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records.	**Relevant, current and accurate data from multiple sources are included in cumulative student records.**	Data from limited sources are included in student records. Some data is either not current or not relevant.	Data in student records is outdated, irrelevant and/or inaccurate.
	Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians.	**Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members.**	Cumulative student records are organized and generally available to staff members, but not appropriately controlled.	Student records are not organized and/or access to the records is not controlled.
	Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels.	**Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels.**	Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels.	Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.

LEARNING ENVIRONMENT CORRELATE 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Correlate 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
6.1 PROFESSIONAL DEVELOPMENT	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **6.1a** **There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks • List of professional development offerings • Staff member interviews • Needs assessment data • Individual growth plans	Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization.	**The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time.**	Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time.	The school does not do long-term planning for professional development.
	Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, and curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.	**Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders.**	Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only).	Professional development does not support leadership development.
	School leaders collaborate across the district to create an extended learning community that encourages and supports district staff members and stakeholders to evolve into multi-school instructional teams.	**The learning community encourages and provides support to all staff members and stakeholders to be life-long learners.**	The learning community encourages only some teachers or administrators to be life-long learners.	Teachers and administrators are not encouraged to be life-long learners.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development and implementation	**1** Little or no development and implementation
DA **6.1b** **The school has an intentional plan for building instructional capacity through ongoing professional development.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks • List of professional development offerings • Perception surveys • Staff member interviews • School board policies • School board meeting agenda and minutes • District policy • Individual growth plans • Professional development committee meeting agenda/minutes	**Meets criteria for a rating of “3” on this indicator plus:**			
	The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning.	**The school has developed and implemented a formal process to identify professional development needs for all staff members.**	The school has developed a process to identify professional development needs, but has not implemented the process..	The school has not identified professional development needs of the staff.
	School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized.	**School professional development planning considers the district mission and belief statement, and the identified needs of individual staff members and the school-wide focus for improvement, in order to assist students in the most effective ways.**	The school professional development planning considers both individual and school-wide needs, but consideration does not always adhere to the district's mission and belief statement	The school professional development planning does not consider both individual and school-wide needs.
	Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short and long-term professional development needs of all stakeholders across the district.	**School staff members and the school board analyze information on student achievement to help schools determine the short and long-term professional development needs of instructional staff members and administrators.**	The school analyzes information on student achievement to help schools determine the short and long- term professional development needs of teachers, but analysis is not consistently utilized when making professional development decisions.	The school does not analyze information on student achievement to help schools determine the short and long-term professional development needs of teachers.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.1c** **Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.** **Examples of Supporting Evidence:** • Five-Year CEP • Professional development committee meeting agenda and minutes • Individual growth plans • Staff member interviews • Self-assessment data • Needs assessment data	**Meets criteria for a rating of "3" on this indicator plus:**			
	The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students.	**Decisions concerning professional development opportunities are based on the results of analysis of student achievement data and formal personnel evaluations.**	The professional development needs of individual staff members have been identified primarily through the evaluation process.	The professional development needs of individual staff members have not been clearly identified.
	Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the Five-Year CEP. The professional development opportunities are focused directly on the root causes of achievement gaps.	**Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the Five-Year CEP.**	Professional development opportunities are related to the school's learning goals for students, but do not necessarily reflect the individual growth plans of staff members or the Five-Year CEP.	Professional development opportunities do not relate to the school's learning goals for students and/or the Five-Year CEP.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.1d **Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **Examples of Supporting Evidence:** • Five-Year CEP • List of professional development offerings • Perception surveys • Walk-through observations • Staff member interviews • Needs assessment data	Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development.	**A formal process (e.g., annual survey, needs assessment, development of individual growth plans, implementation and impact checks) is used to determine priorities for school professional development.**	A survey is conducted, but there is no formal process to determine priorities for school professional development.	An annual survey of professional development needs is not done.
	Schools collaborate to form a district- wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.	**Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals.**	Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.	Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals.
	Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.	**Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.**	Staff members participate in professional development that may update their content knowledge, but the acquired knowledge is not used to improve student learning.	Few staff members participate in professional development that updates their content knowledge.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.1e** **Professional development is on-going and job-embedded. Specific to the learning community.** **Examples of Supporting Evidence:** • Five-Year CEP • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:**			
	By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members.	**Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities.**	Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job- embedded.	Professional development has no emphasis on continuous growth.
	Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact.	**Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning.**	Job-embedded professional development occasionally provides time for reflection.	Professional development does not provide time for reflection.
	Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.	**Follow-up to professional development is consistent and intentional and is a priority.**	Follow-up to professional development is inconsistent or unintentional.	Follow-up to professional development is not provided.
	School staff members engage in action research in their classrooms centered around experimental and innovative approaches to professional development.	**The school includes the use of nontraditional avenues (e.g., on-line professional development opportunities) to provide and/or embed professional development.**	The school makes limited use of nontraditional avenues to provide professional development.	The school does not use nontraditional avenues to provide professional development.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
6.1f **Professional development planning shows a direct connection to an analysis of student achievement data.** **Examples of Supporting Evidence:** - Five-Year CEP - Student data analysis summaries/reports - List of professional development offerings - Staff member interviews - Student performance level descriptions	**Meets criteria for a rating of "3" on this indicator plus:**			
	The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work.	**Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.**	Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing.	Needed professional development on analysis of assessment data and student work is not provided.
	Sets of longitudinal data are analyzed to identify emerging trends for professional development planning.	**Multiple sources of data are analyzed for professional development planning purposes.**	Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning.	The results of analysis of data are not used to inform professional development planning.
	Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school's capacity to serve all students.	**Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps.**	Professional development does not always address the learning needs of all students.	Professional development does not address student learning needs.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
6.2 PROFESSIONAL GROWTH AND EVALUATION	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **6.2a** **The school/district provides a clearly defined evaluation process.** **Examples of Supporting Evidence:** • Local board policy, procedures and meeting minutes • Evaluation process documents • Documentation of development, and revision of evaluation process • Staff member interviews • District evaluation committee roster	The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements.	**The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.**	The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership.	The local board of education doe not have policy and/or procedure regarding the evaluation of personnel.
	The evaluation of certified personnel is focused on the student learning goals of the Five-Year CEP, the individual growth needs of staff members and the projected long-term needs of the school and district.	**The evaluation of certified personnel is focused on the student learning goals of the Five-Year CEP and the individual growth needs of staff members.**	The evaluation of certified personnel is focused on the student learning goals of the Five-Year CEP or the individual growth needs of staff members, but not both.	The evaluation process is focuse on neither the student learning goals of the Five-Year CEP nor the individual growth needs of staff members.
	Staff members regularly participate in reviews of the evaluation process, including discussions and reflections that provide an impetus for individual professional growth.	**Each certified staff member participates in a meeting in which the evaluation process is explained and discussed.**	Copies of the evaluation plan are distributed to certified personnel, but no opportunity for explanation and discussion is provided within the required time frame.	Certified staff members are not annually informed of the evaluation process.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.2b** **Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.** **Examples of Supporting Evidence:** • Five-Year CEP • School board policies • School board meeting agenda and minutes • School budgets • Staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development.	**Available fiscal resources are maximized to provide support for professional growth and development, using state professional development allocations and other funding sources (e.g., local, state, federal, private).**	Available fiscal resources are not always maximized to provide support for professional growth.	Available fiscal resources are not used to support professional growth.
	The school board evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.	**The school board adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members.**	The school board has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources.	Professional development resources are not appropriately and/or equitably allocated.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.2c** **The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **Examples of Supporting Evidence:** • Five-Year CEP • Evaluation forms • Certified staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study	**Meets criteria for a rating of "3" on this indicator plus:**			
	The evaluation of certified personnel and correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district.	**The evaluation of certified employees correlate with the instructional needs of students and the professional needs of all staff members as reflected in the Five-Year CEP.**	The evaluation of certified employees does not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the Five-Year CEP.	The evaluation of certified employees does not reflect the instructional needs of students and the professional needs of all staff members.
	Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization.	**Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.**	The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.	Employees view evaluation only as an employment requirement.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.2d** **Leadership provides and implements a process of personnel evaluation which meets or exceeds standards.** **Examples of Supporting Evidence:** • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer, product or performance tasks/ activities) of performance effectiveness are used.	**Personnel evaluations meet the requirements of state statute and regulation and are fairly and consistently administered.**	Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered.	Personnel evaluations do not meet the requirements of state statute and regulation.
	The personnel evaluation system includes a peer /coaching component.	**School administrators implement a personnel evaluation system that requires multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.**	School administrators implement a personnel evaluation system that includes observation and feedback, but has limited impact on student achievement and teaching practices.	School administrators do not implement the personnel evaluation system.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA ***6.2e** **The school/district improvement plan identifies specific instructional leadership needs, board has strategies to address them.** **Examples of Supporting Evidence:** • Five-Year CEP • Individual growth plans • District and school budgets	**Meets criteria for a rating of "3" on this indicator plus:**			
	The Five-Year CEP incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership.	**The Five-Year CEP is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs.**	The Five-Year CEP is based on analysis of data and has an action plan to address instructional leadership needs.	The Five-Year CEP does not address instructional leadership needs.
	School leadership collaborates with the Montana OPI, educational cooperatives and other districts to design and/or obtain professional development that addresses the needs of individual school administrators.	**School administrators collaborate with district personnel to select professional development that addresses the needs of the individual school.**	School administrators select professional development that is necessarily applicable but do not intentionally address the needs of individual school administrators.	Professional development selected by school administrators does not fulfill any general need.

***Not applicable for 2003-2008 5YCEP. This indicator not rated in scholastic reviews for 2006-2008.**

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **6.2f** **Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.** **Examples of Supporting Evidence:** • Five-Year CEP • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations	**Meets criteria for a rating of "3" on this indicator plus:**			
	School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.	**School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.**	School leadership provides limited feedback to teachers.	School leadership does not provide feedback to teachers.
	The district evaluation process shows a clear connection between student and teacher performance and individual growth plans; cognitive coaching is embedded in the daily work of all teachers.	**Teachers are provided with follow- up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.**	Teachers are provided with some follow up and support, but not to a level that will ensure improved instructional practice and higher student achievement.	Teachers are not provided follow up and support.

EFFICIENCY CORRELATE 7 – LEADERSHIP

Correlate 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
7.1 LEADERSHIP	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **7.1a** **Leadership has developed and sustained a shared vision.** **Examples of Supporting Evidence:** • Mission and belief statement • Displays of the vision, mission and belief statements • School board meeting agenda and minutes • Five-Year CEP • Implementation and impact checks • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks. • Staff member, student, parent/family member and community member interviews • Brochures/pamphlets	The vision of the school is developed in conjunction with the vision of the district and the other schools of the district demonstrating an awareness and promotion of the unique culture of students.	**School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements. Representatives include parents, teachers, business, community and tribal leaders.**	School leadership receives input from school staff members to develop the school's vision and/or the mission and belief statements.	School leadership does not have vision, mission or belief statements.
	Representatives of all stakeholders groups establish a communications team to share the mission and belief statements throughout the school community.	**School leadership communicates the mission and belief statements to all stakeholders of the school community.**	School leadership distributes the mission and belief statements to the school staff.	School leadership does not communicate the mission and belief statements.
	School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.	**School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.**	School leadership reinforces the mission and belief statements, but does not always use them to guide decisions.	School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making.
	School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.	**School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.**	School leadership does not always use the mission and belief statements as a foundation when designing instructional programs.	School leadership does not refer to the mission and belief statements when designing instructional programs.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
7.1a LEADERSHIP (continued) • Web sites • Press releases	**Meets criteria for a rating of "3" on this indicator plus:** School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission.	**School leadership provides updates to all stakeholders on the progress toward accomplishing the mission.**	School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements.	School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
7.1b **Leadership decisions are focused on student academic performance and are data-driven and collaborative.** **Examples of Supporting Evidence:** • Data analysis documentation • School board meeting agenda and minutes • Meeting agenda and minutes • Perception surveys	School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions.	**School leadership, in collaboration with the school board and staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.**	School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions.	School leadership does not analyze assessment data to inform academic decisions.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
7.1c **There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.**	The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the Five-Year CEP.	**Analysis of disaggregated data is an integral part of the school's improvement planning process and is used regularly to identify goals and needs.**	Analysis of disaggregated data is considered during the school's improvement planning process, but is not intentionally used to identify goals and needs. The school board reviews the disaggregated data, but does not always identify and/or approve targets and timelines for reducing gaps.	Analysis of disaggregated data is not considered during the school's improvement planning process.
Examples of Supporting Evidence: • Data analysis summaries/reports • Staff meeting agenda and minutes • School board/subcommittee meeting agenda and minutes • Five-Year CEP • Staff member and school board member interviews	School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision- making to meet the needs of the school's diverse population.	**School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population.**	School leadership analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision-making.	School leadership does not analyze data comparing academic achievement of population subgroups.
	The school board collaborates with other stakeholders in a proactive process for sharing disaggregated data results with the larger community.	**The school board reviews the disaggregated data and determines targets and timelines for reducing gaps.**	The school board reviews the disaggregated data, but does not always identify and/or approve targets and timelines for reducing gaps.	The school board does not review the disaggregated data.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
7.1d **Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to Montana's academic content standards for public schools.** **Examples of Supporting Evidence:** • Documentation of professional development days/release time • Staff member interviews • Units of study/lesson plans • Five-Year CEP • Professional curriculum resources • Curriculum map • School budget	School leadership ensures that Montana's curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment.	**School leadership ensures that staff members have access to and are trained in the use of Montana's standards documents, other curriculum-related materials and data resources.**	School leadership has provided staff members with access to Montana's standards documents, but has provided limited training on ways to use the documents.	School leadership does not provide staff members with access to Montana's standards documents.
	School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops).	**School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Montana Office of Public Instruction, national sources) with staff members.**	School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members.	School leadership does not share curriculum information with staff members.
	School leadership provides research- informed resources and incentives to the leadership team to enable them to initiate and sustain capacity-building efforts centered around standards- based curriculum materials in support of Montana's learning goals.	**School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Montana's standards.**	School leadership assigns staff members to a school leadership team, but does not provide the support necessary to build capacity.	School leadership neither assigns nor establishes leadership teams.

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<tr><th rowspan="2">Indicator</th><th colspan="4">Ratings of Performance</th></tr>
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Exemplary level of development and implementation</th><th>3
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Limited development or partial implementation</th><th>1
Little or no development and implementation</th></tr>
<tr><td rowspan="3">7.1e
Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

<u>Examples of Supporting Evidence</u>:
Staff and master schedules
Staff meeting agenda and minutes
Walk-through observations
Staff member and student interviews
School board policy
Staff/student handbooks
Extended school services schedule</td><td>Meets criteria for a rating of “3” on this indicator plus:</td><td></td><td></td><td></td></tr>
<tr><td>School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning.</td><td>School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.</td><td>School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning.</td><td>School leadership does not provide structure or support for staff members to use time as a resource.</td></tr>
<tr><td>School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time, including the additional time and assistance provided outside mandated school hours.</td><td>School board establishes policy and school leadership fully implements procedures to minimize disruptions of instructional time.</td><td>School board establishes policy and school leadership develops procedures to minimize disruptions of instructional time, but the policies and/or procedures are not fully implemented.</td><td>There are no policies or procedures to protect instructional time.</td></tr>
</table>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **7.1f** **Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.** **Examples of Supporting Evidence:** • Five-Year CEP • School board meeting agenda and minutes • School/district budgets • Staff member, parent school board member and student interviews • Building inspection records • Maintenance reports • Work orders • Safe schools report • Vision statement • Mission statement • Perception surveys	**Meets criteria for a rating of "3" on this indicator plus:**			
	School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school.	**Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning.**	Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning.	Allocation of resources is capricious, and is not focused on student learning.
	Exemplary use of sufficient resources supports the learning goals of the school.	**Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility.**	Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility.	Resource allocation is not sufficient to support the learning goals of the school.
	Leadership of all the schools of the district establishes a "critical friends" network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for "shared learnings" and collaboration that maximizes the impact of resources in these areas.	**School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement.**	School leadership monitors the instructional programs, organizational practices and physical facilities of the school, but do not always make appropriate modifications to sustain continuous school improvement.	School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.

Indicator	**Ratings of Performance** **4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
7.1f (continued)	**Meets criteria for a rating of "3" on this indicator plus:**			
	The leader understands philosophies of instruction and promotes those to be effective (e.g., Indian students, special education students) and continually provides guidance to staff and school board in implementation of the most current scientifically based research strategies. School leadership assists in the promotion of the unique culture of the students.	**The leader understands philosophies of instruction and promotes those to be effective (e.g., Indian students, special education students) and provides guidance to staff and school boards in these areas. School leadership demonstrates an awareness and promotion of the unique culture of the students.**	The leader demonstrates a limited understanding of the philosophies of instruction and the importance of promoting cultural uniqueness.	The leader does not demonstrate an understanding of the philosophies of instruction and the importance of promoting cultural uniqueness. .

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **7.1g** **The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment.** **Examples of Supporting Evidence:** • School board policies and procedures • School board meeting agenda and minutes • Building inspection reports • Maintenance reports • Staff member, parent/family and student interviews • School budgets • Facility plan • Equipment inspection reports • School report card • District report card • Perception surveys	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members.	**School board establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members.**	School board establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained.	There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment.
	School leadership collaborates with community stakeholders to obtain additional funding to enhance the school program, provide extraordinary facilities and equipment to enhance the learning environment.	**School leadership ensures that resources are allocated to enhance school programs, provide quality facilities and equipment to support a safe and effective learning environment.**	School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment.	School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA **7.1h** **District and school leadership provides a process for the development and the implementation of continuous school improvement.** **Examples of Supporting Evidence:** - School board policies and bylaws - School board meeting agenda and minutes - School board member, school staff member, district staff member and parent/family interviews - Perception surveys	**Meets criteria for a rating of "3" on this indicator plus:**			
	The board chair has led the board in the development and implementation of appropriate policies impacting teaching and learning, beyond those required by statute.	**The board chair has led the board in the development and implementation of policies in all areas required by ARM.**	The school board has adopted all policies required by statute, or rule but not all policies are fully implemented.	The school board has not adopted all policies required by statute or rule.
	School board policies are regularly distributed to the public as well as all staff members and parents. Roles and responsibilities of administration, staff, school board are well defined. Problems are addressed at the appropriate level and delegation of authority is clear.	**School board policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all staff members and parents and are available to the public. Roles and responsibilities of administration, staff, school board are well defined.**	School board policies are reviewed, but rarely revised. Policies are provided to stakeholders upon request.	School board policies are neither reviewed nor readily available to stakeholders.
	School leadership, staff members and other stakeholders have an extensive knowledge of all school board policies and the relationship of those policies with "best practices" in education. There is a supportive, respectful, positive relationship between the school board, staff and administration.	**School leadership and staff members have a working knowledge of all existing school board policies and provide feedback to the board concerning the impact of the policies on teaching and learning. There is a supportive, respectful, positive relationship between the school board, staff and administration.**	School leadership and staff members have limited knowledge of existing school board policies or have limited opportunity to provide feedback to the board concerning the impact of those policies.	School leadership and staff members are not familiar with board policies.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **7.1i** **There is evidence that the school board has an intentional focus on student academic performance.** **Examples of Supporting Evidence:** • School board policies • School board meeting agenda and minutes • Five-Year CEP • Implementation and impact checks • Vision, mission and belief statements • Data analysis summaries/reports • Staff member and parent interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	The results of analysis of data are validated against educational research to guide the work of the board toward establishing priorities for student academic performance and closing gaps among subpopulations.	**The school board regularly analyzes student performance data to guide the work of the board toward establishing priorities for student academic performance and closes gaps among subpopulations.**	The school board analyzes student performance data, but does not use the resulting information to focus on improving student academic performance.	The school board does not analyze student performance data.
	The school board conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance.	**The actions of the school board are aligned with their priorities to improve student academic performance and are congruent with the school's vision, mission and beliefs.**	The actions of the school board are not always aligned with their priorities and/or congruent with the school's vision, mission and beliefs.	The actions of the school board do not impact student academic performance.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
7.1j **There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency, and a safe culturally responsive environment.** **Examples of Supporting Evidence**: • Staff member, student and parent/ family interviews • School board meeting agenda/ minutes/policies • Perception surveys • Faculty meeting agenda/minutes • Resource materials/professional library • Building inspection reports • Leadership self-assessments • Documentation of professional development days/release time	**Meets criteria for a rating of “3” on this indicator plus:**			
	The principal regularly consults with the members of the school board to ensure that school board policy is being implemented as intended by the school board.	**The principal consistently implements all school board policy as required by law.**	The principal sometimes implements school board policy as required by law, but the implementation is not consistent.	The principal does not implement school board policy as required by law.
	The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform.	**The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance.**	The principal occasionally engages staff members and students in discussions about student academic performance.	The principal does not engage staff members and students in discussions about student academic performance.
	The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs.	**The principal demonstrates knowledge of Montana’s standards-based curriculum documents and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance.**	The principal sometimes focuses faculty meetings on improving student academic performance, but provides limited assistance to staff members with the use of Montana’s standards-based curriculum documents.	The principal does not address improved student performance at faculty meetings.
	The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms.	**The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice.**	The principal does not conduct classroom observations except when necessary for formal teacher evaluations.	The principal does not conduct classroom observations.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
7.1j **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	The principal collaborates with district leadership to establish and maintain a learning and working environment that fosters sustained innovation by teachers and students.	**The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.**	The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.	The principal does not create a supportive learning environment.
	The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.	**The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.**	The principal provides minimal organizational direction, but does not develop distributed leadership capacity and/or does not equitably use resources.	The principal does not demonstrate leadership skills in the area of efficiency.

EFFICIENCY CORRELATE 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Correlate 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning, and supports high student and staff performance.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
8.1 ORGANIZATION OF THE SCHOOL	**Meets criteria for a rating of "3" on this indicator plus:**			
8.1a **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.** **Examples of Supporting Evidence:** • Five-Year CEP • School board policies and procedures • School board/committee meeting agenda/minutes • Master schedule • School budgets (Five-Year history) • Staff member, school board member and community member interviews • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory	Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.	**Representatives of multiple stakeholder groups, Elders and staff members participate in the development of resource management policies, school reform and school policies related to needs and outcomes. Procedures are clearly communicated, fully implemented, regularly reviewed and modified as needed.**	Resource management policies are in place, but policies are either not fully implemented or are noted and modified as needed.	There are no resource management policies.
	The school board has expanded the budget process to establish budget projections for anticipated needs.	**Representatives of multiple stakeholder groups and staff members collaborate to advise the school board in the development of a budget that allocates fiscal resources according to the identified needs of the school.**	The school board adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the comprehensive school improvement plan.	The school board does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school.
	The school board effectively uses ad hoc committees to address rapidly emerging resource issues.	**Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.**	Standing committees are appointed to address the allocation of resources, but they may not be active.	There are no standing committees to address the allocation of resources.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1a ORGANIZATION OF THE SCHOOL (continued)	**Meets criteria for a rating of "3" on this indicator plus:**			
	Abundant resources are allocated to encourage high student and staff performance.	**The school equitably allocates resources (fiscal, human, and physical, time) to encourage high student and staff performance.**	The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance.	The school does not have a process to allocate resources.
	The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school.	**The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries) to tie learning to the outside world.**	The school occasionally takes advantage of external resources.	The school does not take advantage of external resources.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1b **The master class schedule reflects all students have access to all of the curriculum.** **Examples of Supporting Evidence:** • Master schedule • Individual student schedules • Perception surveys • Student course requests • Individual education plans • Individual graduation plans • School board policies and meeting agenda/minutes • Staff member, student and parent/ family interviews • Montana's Content and Performance Standards.	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum ensuring time for active learning by providing the necessary time and avoiding interruptions.	**School board has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students, ensuring time for active learning by providing the necessary time and avoiding interruptions.**	School board has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented.	The school board does not have policy that addresses equitable access to the curriculum.
	Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	**Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.**	Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.	Students do not have equitable access to classes.
	The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities to offer courses for credit/dual credit.	**Sufficient course offerings are provided for all students to address Montana's Content and Performance Standards and the objectives of the school's 5YCEP.**	Course offerings are sufficient in some areas for students to address Montana's Content and Performance Standards.	Course offerings are insufficient for students to address Montana's Content and Performance Standards.
	Creative scheduling and technological resources are combined to provide specialized/singleton courses to ensure that students have access to all courses.	**Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses.**	Specialized/singleton courses are sometimes concurrently scheduled, or are in conflict with required courses.	Specialized/singleton courses are not offered.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA **8.1c** **The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **Examples of Supporting Evidence**: • School board staffing policy • Local Educator Assignment Data forms • Perception surveys • Master schedule • Staff member, school board member and student interviews • Teacher certification documentation • Building map/classroom assignments • Instructional assistants schedule • Lesson plans/units of study • Committee meeting agenda/minutes	**Meets criteria for a rating of “3” on this indicator plus:**			
	The school board revises their policy on staffing assignments based upon analysis of student performance data and emerging student needs.	**The school board adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data.**	The school board adopts policy to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data, but school leadership does not always implement procedures congruent with the policy.	The school board does not have a policy on staff assignments, or the policy does not require that staff assignments address student-learning needs.
	School leadership recruits teachers with multiple certifications to allow more flexibility in staff assignments and paraprofessionals are highly qualified.	**All teachers are certified to teach in their assigned areas and/or grade levels and paraprofessionals meet the definition of highly qualified.**	All teachers are certified to teach in their assigned areas or levels, but some teachers have emergency certification.	Most teachers are certified to teach in their assigned areas or levels.
	School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring, and collaboration among teachers and students of similar grade levels or subject areas.	**Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.**	Classroom assignments may allow resource sharing, mentoring, and collaboration among teachers and students, but these arrangements are not consistently adhered to through the school.	Classroom assignments are not conducive to resource sharing, mentoring, or collaboration among teachers or students.
	Paraprofessionals are assigned and reassigned to optimize program implementation and to meet the learning needs of students.	**Paraprofessionals are assigned to effectively implement programs and meet the learning needs of students.**	Paraprofessionals are provided in some areas, but the numbers are not sufficient to meet needs.	Paraprofessionals are not assigned to meet specific learning needs of students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1d **There is evidence that the staff makes efficient use of instructional time to maximize student learning.** **Examples of Supporting Evidence:** • School board policies and meeting agenda/minutes • Committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member and student interviews • Walk-through observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning.	**The school board has adopted policy, and school leadership has implemented procedures to protect instructional time.**	The school board has adopted policy to protect instructional time, but the policy has not been fully implemented.	The school board has not adopted policies to protect instructional time.
	The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices.	**Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.**	The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized.	Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized.
	A subcommittee of the school board conducts ongoing research into effective instructional time practices and makes specific recommendations to the board for adjustments to the school's schedule to maximize student learning.	**The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs.**	Staff members occasionally adjust the schedule to address instructional needs.	Staff members do not adjust the schedule to address instructional needs.
	Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.	**Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.**	Programs that occur during instructional time usually relate to general learning goals.	Programs that occur during instructional time do not relate to the learning goals of students.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1e **Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).** Examples of Supporting Evidence: - Master schedule - Staff member interviews - Five-Year CEP - Lesson plans/units of study - School/district shared online folders/ Web pages - Professional library/resources - Meeting agenda/minutes/observations	**Meets criteria for a rating of "3" on this indicator plus:**			
	Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by both content areas and grade levels.	**Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by content area and/or grade level.**	Staff members may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed. Resources are not always used to support teacher collaboration and team planning to meet student learning needs.	Staff members do not collaborate to develop a schedule that provides common team planning time.
	Staff members use common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the Five-Year CEP.	**Staff members use common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the Five-Year CEP.**	Staff members use common team planning time to collaborate, but their efforts are not focused on the goals and objectives of the comprehensive 5YCEP improvement plan.	Staff members do not use common team planning time to collaborate.
	Staff members collaborate with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.	**Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical team planning.**	Some staff members share lesson plans to promote horizontal and vertical team planning.	Staff members do not share lesson plans to promote horizontal and vertical team planning.

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(continued)</td><td>Meets criteria for a rating of “3” on this indicator plus:</td><td></td><td></td><td></td></tr>
<tr><td></td><td>Staff members from multiple schools collaborate to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the Five-Year CEP.</td><td>Staff members evaluate the impact of the team planning on student performance and make adjustments as necessary.</td><td>Staff members informally discuss the impact of team planning on student performance, but adjustments are not always made.</td><td>Staff members do not consider the impact of team planning on student performance.</td></tr>
<tr><td></td><td>Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students.</td><td>Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.</td><td>Resources are not always used to support teacher collaboration and team planning to meet student learning needs.</td><td>Resources are not used to support teacher collaboration and team planning.</td></tr>
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Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1f **The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).** **Examples of Supporting Evidence:** - Five-Year CEP - Extended school services programs and procedures - Documentation of peer tutors, cooperative learning groups - Examples of student learning inventories - Master schedule - Walkthrough observations - Mission and belief statements - Staff member and student interviews - School board policy	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district.	**The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school.**	The stated intention of the design of the school's schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members.	Maximization of instructional time is not a consideration in the design of the school's schedule.
	Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students.	**The developmental needs and learning styles of students are given priority in arranging student schedules.**	The developmental needs and learning styles of students may be considered in arranging student schedules, but are not made a priority.	The developmental needs and learning styles of students are not considered in arranging student schedules.
	Staff members implement research informed and innovative instructional strategies and time usage practices to promote successful student performance, to accomplish the school's mission and vision.	**Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance, to accomplish the school's mission and vision.**	Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance.	Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.2 RESOURCE ALLOCATION AND INTEGRATION	**Meets criteria for a rating of “3” on this indicator plus:**			
DA **8.2a** **The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.** **Examples of Supporting Evidence:** • School budgets • School board policies • Budgetary procedure manuals • School board meeting agenda and minutes • School board budget committee meeting agenda and minutes • School financial reports • District and school staff member, parent/family and student interviews	Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development.	**The school board has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.**	The school board has a budget policy, but it is not clearly defined or school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students.	The school board does not have a budget policy. Teachers do not have equal or equitable access to fiscal resources.
	School leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations.	**School leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations.**	School leadership does not always support staff members in obtaining resources from external sources to augment school allocations.	School leadership does not support staff members in their efforts to obtain resources from external sources.
	The school’s financial records are posted in a public venue (e.g., public library, Web page) and school board members are provided access to basic finance and budget support.	**The school’s financial records are published in a form that is understandable by school staff members and regularly provided at school board meetings.**	The school’s financial records are difficult to obtain, not in a form that is fully understandable by school staff members or not regularly provided at school board meetings.	The school’s financial records are not available.
	Teachers have access to abundant resources to meet the identified needs of their students.	**Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.**	Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students.	Teachers do not have equal or equitable access to fiscal resources.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** *Little or no development and implementation*
DA **8.2b** **The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.** **Examples of Supporting Evidence:** • Five-Year CEP • School budgets • Vision and mission statements • School board budget policy • School procedures manual • School financial reports • School board meeting agenda and minutes • Needs assessment data • District and school staff member, parent and other stakeholder interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs.	**Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data.**	Expenditures of discretionary funds may support the vision and mission statements of the school, but the match of expenditures to identified student needs is not intentional.	Expenditures of discretionary funds do not support the vision and mission statements of the school.
	The school board has developed policies with input from staff members and other stakeholders.	**The school board has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds.**	The school board has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed.	The school board does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds.
	The school board implements a comprehensive research-informed needs assessment process for budget planning purposes.	**The school board conducts a needs assessment for budget planning purposes with all staff members and other stakeholders.**	The school board conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the board members.	The school board does not conduct a needs assessment for budget planning purposes.
	The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research.	**Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.**	Operational procedures may be in place for expenditures of discretionary funds, but the procedures are not always followed.	Expenditures of discretionary funds do not follow operational procedures.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
8.2c **The school board analyzed funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Examples of Supporting Evidence:** • Five-Year CEP • Comprehensive district improvement plan • Local board of education policies • District procedures manuals • School board policies • School financial management procedures • School budgets • Documentation of grant awards • School board meeting agenda and minutes • District staff member, school staff member and school board member interviews	Budget decisions are data-informed, intentional and aligned with the action components of the Five-Year CEP and district improvement plans.	**Budget decisions are data-informed, intentional and aligned with the action components of the Five-Year CEP.**	Some budget decisions are aligned with the action components of the Five-Year CEP, but they may not be intentional or informed by data.	Budget decisions are not aligned with the action components of the Five-Year CEP.
	Funds are integrated and expended in accordance with the Five-Year CEP and district improvement plans and requirements of grants.	**Funds are expended in accordance with the Five-Year CEP and requirements of grants.**	Funds are not always expended in accordance with the Five-Year CEP and requirements of grants.	Funds are not expended in accordance with the Five-Year CEP and requirements of grants.
	School leadership engages representatives of all stakeholder groups in long term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students.	**Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.**	Expenditures are not regularly monitored or adjusted to meet changing student needs.	Expenditures are not monitored or adjusted to meet changing student needs.

Indicator	**Ratings of Performance** 4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA **8.2d** **State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district.** **Examples of Supporting Evidence:** • Five-Year CEP • School budgets (Five-Year history) • Categorical program financial reports (Five-Year history) • School board meeting agenda and minutes • District and school staff interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs.	**All categorical funds are allocated to support identified student needs.**	Categorical funds do not always support identified student needs.	Categorical funds are not used to support identified student needs.
	Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs.	**The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.**	The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of specific student needs.	The expenditure of categorical funds is not monitored.
	School leadership engages representatives of all stakeholder groups in long term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.	**Revenue from multiple sources is consistently integrated to maximize student achievement.**	Revenue from various sources is not always integrated to maximize student achievement.	Revenue from various sources is not integrated.

EFFICIENCY CORRELATE 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Correlate 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.1 DEFINING THE SCHOOL'S VISION, MISSION, BELIEFS	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **9.1a** **There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.** **Examples of Supporting Evidence:** - Mission and belief statements - Executive summary of the Five-Year CEP - School board/subcommittee meeting agenda and minutes - School improvement planning team meeting agenda and minutes - Staff member, community member, parent/family member and school improvement planning team member interviews - Perception surveys	During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups and Elders confer with and obtain input from their constituent organizations.	**Representatives of stakeholder groups and Elders reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements.**	A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members).	No effort is made to establish a collaborative process to define the school's vision, beliefs, mission and goals.
	Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.	**Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.**	Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	Drafts of these statements were not presented to the general public.
	A glossary that explains the words and phrases in the mission statement was developed so that the mission/purpose is clear and the school and community share a common understanding of it (e.g., expected student outcomes including knowledge, skills, values and attitudes).	**School and community share a common understanding of the words and phrases, in the mission/purpose; the mission is clear (e.g., expected student outcomes including knowledge, skills, values, and attitudes).**	School and community share a common understanding of the words and phrases; in the mission/purpose; the mission is not clear.	School and community do not share a common understanding of the words and phrases in the mission/purpose; the mission is not clear.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.1a (continued)	**Meets criteria for a rating of "3" on this indicator plus:**			
	School's mission and vision statements are prominently and frequently displayed and regularly publicized.	**School's mission and vision statements are prominently displayed throughout the school, and regularly publicized.**	School's mission and vision statements are displayed.	School's mission and vision statements are not displayed.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.2 DEVELOPMENT OF THE PROFILE	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **9.2a** **There is evidence the school/district planning process involves collecting, managing and analyzing data.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks • School board/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • Perception surveys • School profile • School report card • Data analysis summaries/reports • Records Management reports • Needs assessment data	The systematic data analysis process includes the identification of trends, projections, and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels.	**There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision- making at the school and classroom levels.**	There is a process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the school and classroom levels.	There is an inefficient process for collecting, managing and analyzing data.
	School profile data are disaggregated, analyzed and disseminated to all staff members who apply the implications of the data to instructional decision-making.	**School profile data reflect the school's overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level).**	School profile data reflect the school's overall performance, but the data are not always disaggregated and analyzed by appropriate subgroups.	School profile data does not accurately reflect the school's overall performance.
	The analysis of data is validated against educational research to design curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students.	**The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools.**	The sets of data collected for the profile are not always integrated or analyzed using a systems approach.	The sets of data collected for the profile are not analyzed using a systems approach.
	The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district.	**A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time.**	A data management system is in place, but access to the school's data is difficult and hinders analysis of data over time.	There is no data management system in place.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
9.2b **The school/district uses data for school improvement planning.** **Examples of Supporting Evidence:** • Five-Year CEP • Written and graphical data analyses • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • MontCAS reports • Other student achievement data • Needs assessment data • Perception surveys • School profile	The collected data are used to anticipate and proactively address future needs.	**The collected data are used to identify and prioritize areas of need for the Five-Year CEP. Student achievement data are a significant part of the data used to identify and prioritize needs.**	The collected data are used to identify areas of need for the Five-Year CEP. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.	The collected data are not used to identify and prioritize areas of need for the Five-Year CEP.
	Analysis of trend data is conducted and is reflected in the objectives of the Five-Year CEP. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions.	**The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan.**	There is some analysis of the data to guide school improvement, but either the implications of the analysis is not fully explored or the analysis is only partially reflected in the objectives of the Five-Year CEP.	Analysis of profile data is not used for Five-Year CEP and/or is not reflected in the objectives of the plan.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **9.3a** **School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by a planning team.** **Examples of Supporting Evidence:** • Five-Year CEP • Standards-based curriculum documents • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • School board/subcommittee meeting agenda and minutes • Professional library/resources • Research findings • Scholastic review/ reports	Staff members implement the educational research findings of the school improvement planning team in designing appropriate instructional strategies that are specified in the Five-Year CEP.	**The school improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to the school leadership and staff members.**	The school improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered.	The school improvement planning team does not conduct educational research.
	School leadership incorporates interdisciplinary school-wide goals for student learning into the Five-Year CEP.	**School leadership considers district and state standards as they work with the school improvement planning team to determine the goals and objectives of the plan.**	School leadership considers district and state standards, but does not use the team's findings to determine the goals and objectives of the Five-Year CEP.	School leadership does not consider district and state standards when determining the goals and objectives of the Five-Year CEP.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **9.3b** **The school/district analyzes their students' unique learning needs.** **Examples of Supporting Evidence:** • Five-Year CEP • Perception surveys • Needs assessment data • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Documentation of data analysis • MontCAS reports • Other student achievement data • School profile	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school improvement team conducts additional surveys of stakeholder perceptions as needed.	**The school improvement planning team (e.g., community, cultural/tribal leaders, Elders, teachers, and parents) conducts an analysis of the results of surveys of stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students.**	The school improvement planning team surveys stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning.	The school improvement planning team does not survey stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students.
	The school improvement planning team has established self-assessment mechanisms and collects data to ensure that their efforts are serving the school improvement effort as a whole.	**Data are collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.**	Data are collected to verify strengths, but the data are not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.	Data are not collected to verify the strengths and limitations of the school in improving student learning.
	School leadership regularly analyzes student performance data and develops a school strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for all population subgroups.	**School leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole.**	School leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the school identify gaps.	Data are not considered in identifying student learning needs.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of “3” on this indicator plus:**			
9.3c **The desired results for student learning are defined.** **Examples of Supporting Evidence:** • Five-Year CEP • Student performance level descriptions • School improvement planning team meeting agenda and minutes • Staff member, school board member, community member, parent/family member and school improvement planning team member interviews • School board/subcommittee meeting agenda and minutes	The desired results for student learning are regularly defined and modified as necessary.	**The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks.**	The desired results for student learning are clearly stated, but not defined in measurable terms or not accompanied by benchmarks.	The desired results for student learning are not stated.
	The desired results for student learning anticipate the needs of the school’s population as life-long learners with a focus on access and equity.	**The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the school’s vision.**	Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the school’s vision.	The desired results for student learning are neither meaningful nor sufficiently challenging.
	School leadership and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the Five-Year CEP.	**School leadership has identified a manageable number of student learning goals as priorities for the Five-Year CEP. Staff members share a sense of responsibility for achieving the goals of the plan.**	School leadership has identified student learning goals as priorities for the Five-Year CEP, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan.	School leadership has not identified student learning goals as priorities for the Five-Year CEP.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **9.4a** **Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.** **Examples of Supporting Evidence:** • Five-Year CEP • School improvement planning team meeting agenda and minutes • Staff member, school board member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • School board/subcommittee meeting agenda and minutes	Staff members and representatives of stakeholder groups use data triangulation to survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school.	**Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the school to inform school improvement planning.**	Staff members sometimes review survey data to identify perceived strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning.	Staff members do not review survey data to identify perceived strengths and limitations of the school.
	School leadership ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the school and to validate the goals of the Five-Year CEP.	**Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the school to validate the goals of the Five-Year CEP.**	Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school.	Data are not analyzed to verify the perceived strengths and limitations of the school.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
9.4b **The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.** **Examples of Supporting Evidence:** • Action components of the comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school board member, parent/family member, school improvement team member and community member interviews • School board meeting agenda and minutes	School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities.	**School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.**	School improvement goals are generally stated in clear and concise terms, but either are not measurable or are not focused on the school's capacity for instructional and organizational effectiveness.	School improvement goals are not stated in clear, concise or measurable terms.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.5 DEVELOPMENT OF THE IMPROVEMENT PLAN	**Meets criteria for a rating of “3” on this indicator plus:**			
DA **9.5a** **The action steps for school improvement are aligned with the school improvement goals and objectives.** **Examples of Supporting Evidence:** • Action components of the comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school improvement planning team member and school board member interviews • School board meeting agenda and minutes	The action components of the Five-Year CEP are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations.	**The action components of the Five-Year CEP include an intentional focus on closing achievement gaps with specific focus on Indian student populations when applicable among subpopulations.**	The action components of the Five-Year CEP may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional.	The action components of the Five-Year CEP do not include a focus on closing achievement gaps.
	The goals, objectives and activities of the Five-Year CEP are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students.	**The goals, objectives and activities of the Five-Year CEP are all in alignment.**	Not all of the goals, objectives and activities of the Five-Year CEP are in alignment.	The goals, objectives and activities of the Five-Year CEP are not in alignment.
	Activities in the Five-Year CEP are validated against best practices of similar and high-performing schools.	**Activities in the Five-Year CEP are grounded in research and are sufficient to achieve the objectives.**	Activities in the Five-Year CEP may be grounded in research, but are not always sufficient to achieve the objectives.	Activities in the Five-Year CEP have no basis in research and are not sufficient to achieve the objectives.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **9.5b** **The plan identifies the resources, timelines, and persons responsible for carrying out each activity.** **Examples of Supporting Evidence:** • Five-Year CEP • School board meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School board member, staff member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	The timelines established for the action components in the Five-Year CEP are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance.	**The timelines established for the action components in the Five-Year CEP are realistic and designed to have maximum impact on student performance.**	The timelines established for the action components in the Five-Year CEP are not always designed to impact the student performance.	The timelines for the action plan in the Five-Year CEP have not been established or are unrealistic.
	Abundant resources are available for all activities in the Five-Year CEP, constructing a bridge of support between goal setting and implementation of the plan.	**Adequate resources are identified for all activities in the Five-Year CEP. All funding sources are integrated in the budget to support the plan.**	Limited resources are provided for the activities in the Five-Year CEP, and/or funding sources are not always integrated.	Resources are not identified for the activities in the Five-Year CEP.
	The persons responsible for implementation of the action components of the Five-Year CEP include representatives of other stakeholder groups as well as staff members.	**The Five-Year CEP identifies those persons responsible for implementation of the action components, and this responsibility is shared among staff members.**	The Five-Year CEP identifies the role group responsible for implementation of the action components, but the responsibility is not shared among staff members.	The Five-Year CEP does not identify those responsible for implementation of the action components.

Indicator	Ratings of Performance 4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
DA **9.5c** **The means for evaluating the effectiveness of the improvement plan are established.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks • School improvement planning team meeting agenda and minutes • School board meeting agenda and minutes • Staff member, school board member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	School leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the Five-Year CEP.	**School leadership systematically conducts implementation and impact checks to monitor the effectiveness of the activities of the Five-Year CEP over time.**	School leadership conducts implementation and impact checks to monitor the effectiveness of the activities of the Five-Year CEP but the process is not systematic.	School leadership does not conduct implementation and impact checks.
	School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the Five-Year CEP.	**School leadership analyzes the data collected through implementation and impact checks and makes appropriate modifications to the Five-Year CEP.**	School leadership analyzes the data collected through implementation and impact checks, but does not always make appropriate modifications to the Five-Year CEP.	School leadership does not review the data collected through implementation and impact checks.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **9.5d** **The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.** **Examples of Supporting Evidence:** • Mission and belief statements • Five-Year CEP • Staff member, school board member and school improvement planning team member interviews • Perception surveys • School profile • Needs assessment data • School board meeting agenda and minutes • School improvement planning team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:**			
	The action components in the Five-Year CEP are aligned with the mission and beliefs of the school and the district for both long term and short term goals.	**The action components in the Five-Year CEP are aligned with the school's mission and beliefs for both long term and short term goals.**	Some action components in the Five-Year CEP are aligned with the school's mission and beliefs.	The school's mission and beliefs were not considered or did not guide the development of the action components of the Five-Year CEP.
	The action components in the Five-Year CEP anticipate the needs of the school's population as life-long learners and enhance the instructional and organizational effectiveness of the school.	**The action components in the Five-Year CEP support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's mission and beliefs.**	Some action components in the Five-Year CEP support the desired learning results and instructional and organizational effectiveness.	The action components in the Five-Year CEP do not support the desired results for student learning or instructional and organizational effectiveness.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
9.6 IMPLEMENTATION AND DOCUMENTATION	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **9.6a** **The plan is implemented as developed.**	School leadership models a collaborative approach to the implementation of the Five-Year CEP.	**School leadership provides ongoing direction, support and resources for effective implementation of the Five-Year CEP.**	School leadership provides limited direction and support for the implementation of the Five-Year CEP.	School leadership does not provide direction and support for the implementation of the Five-Year CEP.
Examples of Supporting Evidence: • Five-Year CEP • Implementation and impact checks • Staff member, school improvement planning team member and other stakeholder interviews • School board meeting agenda and minutes • School improvement planning team meeting agenda and minutes	Stakeholders know the goals of the Five-Year CEP and are involved in implementing the plan as developed.	**Staff members know the goals of the Five-Year CEP and implement the plan as developed.**	Most staff members are aware of the Five-Year CEP but not all are involved in implementation of the plan as developed.	Staff members do not have sufficient awareness of the Five-Year CEP to be involved in its implementation.

Indicator	**Ratings of Performance** **4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
9.6b **The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks and summaries of data collected • Staff member, school board member and school improvement planning team member interviews • School board/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • Perception surveys	School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.	**School leadership collects and analyzes data in the areas targeted by the Five-Year CEP, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.**	School leadership may collect and analyze data in the areas targeted by the Five-Year CEP, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.	School leadership does not analyze data in the areas targeted by the Five-Year CEP for the purpose of evaluating the degree to which the goals of the plan are achieved.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
9.6c **The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks and summaries of data collected • Staff member, school improvement planning team member, and school board member interviews • School board meeting agenda and minutes • School improvement planning team agenda and minutes • Perception surveys • Management records reports	School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high performance expectations into the practice of classrooms and the school.	**School leadership collects and analyzes data in the areas targeted by the Five-Year CEP, and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.**	School leadership may collect and analyze data in the areas targeted by the Five-Year CEP, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	School leadership does not analyze data in the areas targeted by the Five-Year CEP for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.

Indicator	**Ratings of Performance** **4** Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
9.6d **There is evidence of attempts to sustain the commitment to continuous improvement.** **Examples of Supporting Evidence:** • Five-Year CEP • Implementation and impact checks • Staff member, school improvement planning team member, parent/ family member, and community member interviews • School board meeting agenda and minutes • School improvement planning team agenda and minutes • Perception surveys • Samples of communications to staff and stakeholders • Media releases • Identified new objectives for improvement • Needs assessment data	School leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context, resulting in a high level of staff support and commitment.	**School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the Five-Year CEP. Feedback is collected from stakeholders, and modifications to the plan are made as necessary.**	School leadership conducts a review of the school's progress in achieving the goals of the Five-Year CEP. Feedback is not always collected from stakeholders or used to make modifications to the plan.	School leadership makes no effort to sustain the school's commitment to continuous improvement.
	Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and are a vital impetus for school improvement.	**School leadership regularly provides school improvement reports to the school board. Accomplishments are formally recognized and celebrated.**	School leadership sometimes provides school improvement reports to the school board. Accomplishments may be noted on an informal basis.	School leadership does not provide school improvement reports to the school board.
	School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school's students.	**New or emerging objectives for improving student performance are identified, and activities are selected and implemented to address these objectives.**	New areas for needed improvement may be identified, but objectives are not always specified.	New or emerging areas for improving student performance are not identified.

SCHOLASTIC REVIEW GLOSSARY

Abundant – Present in great quantity; more than enough in size, scope, or capacity.

Academic expectations – Learning goals that characterize student achievement.

Accommodate – Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap – A substantive performance difference on each of the tested areas by grade level between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free and reduced-price meals.

Action research – Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps – Activities that are reflected in the Five-Year Comprehensive Education Plan to address the goals and objectives of the action component**.**

Ad hoc groups – Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Age appropriate – Suitable in relation to developmental level.

Anecdotal record – A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Articulate – Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation – A clear and effective written or oral statement.

Articulation (as related to curriculum) – The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations.

Vertical articulation or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."

Horizontal articulation or alignment indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

Articulation agreement – A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

Formal assessment – A commercially designed and produced test for elementary, middle, and high school levels that is given on a single occasion.

Informal assessment – A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Assistive Technology – Any item, piece of equipment, or product system, that is used to increase, maintain, or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Authentic assessment –A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

Basal textbook – A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

Baseline data – Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark – An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research, and procedures impacting teaching and learning.

Career Portfolio – A representative sampling of past experiences.

Categorical funds - Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV; special education, food services, transportation).

Classroom writing/Working folder – A collection of student writing in different stages of development from various content areas.

Coaching – To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction toward success.

Collaboration – Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

Common Academic Core – The course of study recommended for all students.

Common items – Items on the assessment taken by all students and on which individual student scores are based.

Comprehensive district improvement plan – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Computer assisted instruction – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace**.**

Cooperative learning – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Course syllabi – A summary outline of curriculum.

Criteria – A standard on which a judgment or decision may be based.

Critical attributes – Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

Critical thinking – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness – Teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum - An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment – Refers to the process of interpreting learning standards*,* then developing learning objectives that are directly targeted to those standards.

Curriculum framework – The listing of outcomes by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Board).

Curriculum map – An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum mapping – "is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction." (Heidi Hayes Jacobs).

Developmental appropriateness - This concept of developmental appropriateness has two dimensions:

- Age appropriateness – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

- **Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products**.**

Discretionary funds - Sources of revenue whose expenditure is not specified in the guidelines of the allocating source.

Distributed leadership – Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

District leadership – Leadership within the district's central office (e.g., superintendent, assistant superintendent, local board of education, etc.).

District level articulations – See Articulation.

Diverse/diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

Efficacy – Ability to produce the necessary or desired results.

Empowerment – The process of providing stakeholders with the opportunities to make decisions.

Equitable – Having or exhibiting equity; going beyond equal educational opportunity and equal access.

Equity – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential knowledge – The fundamental skills required for all students.

Essential questions – Important ideas necessary to consider.

Evaluating/Evaluation – To determine the significance, worth, or condition and usually by careful appraisal and study.

Exemplary – Worthy of imitation; commendable.

Extracurricular activities – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria – The list of requirements for judging work (i.e., rubric, scoring guide).

Family literacy initiative – A national movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Family Resource and Youth Services Centers – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

Five Year Comprehensive Education Plan – The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single Five-Year Comprehensive Education Plan to ensure continuous education improvement for all students and all schools.

Flexible grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Full implementation – The complete effect of carrying out a program, plan, or initiative.

Heterogeneous grouping – The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

High performance – Schools demonstrating substantial gains.

Holistic scoring – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous grouping – The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

IEP – Individual Education Program for children with special needs.

Implemented curriculum – The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Improvement planning team –

- **School improvement planning team** – A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identify resources for planning and research-based instructional practices, professional development, assessments, etc.
- **District improvement planning team** – A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to special education) – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Indicator – Within each of the nine Correlates and Indicators for School Improvement, specific sub-sections labeled “indicators” more closely describe various aspects and perspectives of the Correlate in observable terms.

Individual graduation plan – A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

Individual growth plan – A professional growth plan developed by the evaluate with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan.

Instructional materials – Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices – Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary curriculum – A curriculum that purposely links disciplines to each other.

Integration of technology – Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary – Drawing from or characterized by participation of two or more fields of study.

Learning community – A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Learning results – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Local standards – Districts may adapt standards that exceed state standards.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress toward its defined purposes.

Modality – The sensory styles through which people receive and process information.

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud.”

Monitoring – To watch, keep track of, or check usually for a purpose.

Multicultural education – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multi-modal – Multiple modes of interaction—aural, visual and tactile—offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse, or stylus. For output, users will be able to listen to spoken prompts and audio, and to view information on graphical displays.

Non-academic data – Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school-to-work transition).

Nurturing school environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

On-demand writing prompts – Also known as "writing prompt," "prompt," "timed writing," or "directed writing." Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-response items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Pacing guides –A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

Partnership – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

Peer collaboration – Students working together in a group to solve a problem.

Peer tutoring – Support in the learning environment provided by same or different aged students.

Perception survey – A collection of data from stakeholders (staff, parents, students, community, etc.) in how they perceive the school/district in regards to Academic Performance, Learning Environment, and Efficiency.

Performance assessment – see Authentic Assessment.

Performance level descriptions – Performance standards for student progress across the content areas , that define what we mean when we say a student has performed at the "novice," "nearing proficiency," "proficient,"or "advanced" level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

Portfolio – A purposeful or systematic collection of selected work and self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

Process – A series of actions, changes, or functions bringing about a result.

Professional development – Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient – Work that reflects high level understanding of standards, both content and performance.

Program of Studies – A curriculum framework that incorporates core content for assessment.

Protocol – A specific set of communication rules; a detailed plan of a procedure.

Reflection – A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly – Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each one.

Reliability – The accuracy and repeatability of a measurement.

Reliable – The consistency of assessment results from an instrument over time or over a number of trials.

Resources – Sources of supply or support; an available means. Source of information or expertise.

Reviewing – The critical evaluation of material.

Rigor – The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Rigorous – Demanding strict attention to rules and procedures; allowing no deviation from a standard.

School culture – The sum of the values, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school environment.

School improvement efficacy – The efficient operation of a school yielding positive gains.

School leadership – While primary leadership at the school level is considered to be the principal, school based decisions may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to department team leader(s), team leaders, committee team leader(s), coordinators of special programs and parent organizations.

Scoring guide/rubric – A set of scoring guidelines to be used in evaluating a student's work.

Self-assessment – An individual's evaluation of his/her own work.

Service learning – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

Skills – The acquired abilities to perform a particular task.

Staff development – See Professional Development. A systematically planned, comprehensive set of ongoing professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

Staff members – All full and part-time regular permanent employees of the district.

Stakeholder – All persons or group of people (e.g., students, staff members, families, community, partners, etc.) associated with the school community that has an interest in the success of the school and its programs.

Standard(s) – Content standards: A description of what students need to know and be able to do.

Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Strategies – Plans and methods used by both teachers and students to approach a task.

Student performance level descriptors – Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the "novice", "nearing proficiency", "proficient", or "advanced" level.

Student transition planning – A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Graduation Plan.

Student working folders – An ongoing folder where student work (in-class writing, homework, etc.) is organized and maintained.

Substantive performance difference – The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

Systematic process – An organized manner of consistent ideas or principles.

Systems approach – Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

Technology – Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools, and processes, to build knowledge and skills.

Thematic approach to curriculum – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks or up to several months.

Thematic units – Units of study built around a particular theme or topic that can be interdisciplinary.

Title I – Federal law and dollars for special help for disadvantaged children, from the ESEA federal law.

Transition – The passage from one stage to another.

Triangulation – A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of study – Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Montana's Academic Expectations), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Validity – A measurement's ability to actually measure what it purports to measure.

Vision – A future oriented aspiration for the teaching and learning environment of the school.

Workbased learning – Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

Writing assessment portfolio – A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.